DOCUMENT RESUME

ED 163 422 CS 004 530

AUTHOR Hartman, Allan S.; And Others
TITLE Massachusetts Statewide Educational Assessment 1977-78: Reading. Technical Report.
INSTITUTION Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.
PUB DATE Sep 78
NOTE 328p.; For related document, see CS004531; Several pages of Appendix G may not reproduce well due to poor type

EDRS PRICE MF-$0.83 HC-$18.07 Plus Postage.
DESCRIPTORS Academic Achievement; Achievement Tests; Educational Accountability; *Educational Assessment; Elementary Secondary Education; *Program Evaluation; *Reading Achievement; *Reading Research; *Reading Skills; Research Methodology; *Test Interpretation
IDENTIFIERS *Massachusetts

ABSTRACT

As part of a statewide (Massachusetts) evaluation in all areas of education, the reading assessment described in this report tested all 9- and 17-year-old students in 31 school districts in an effort to examine student performance statewide as well as in the individual educational regions and communities. The first four chapters of the report contain a summary of the design and methodology of the assessment, and the remaining chapters present detailed analyses of the following assessment results: statewide achievement results: a comparison of the state with the nation and the northeast region; year-to-year comparisons; achievement results for reporting groups; the results of the student questionnaire; the results of the principal questionnaire; and results of the survey of reading specialists. The report provides 24 tables and figures and seven appendixes of supporting documents for the assessment. (MAI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED163422

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Massachusetts Statewide Educational Assessment 1977-78

TECHNICAL REPORT

READING

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Massachusetts Dept. of Education

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Massachusetts Department of Education
Bureau of Research and Assessment
31 St. James Avenue
Boston, Massachusetts 02116

September, 1978

Publication #10,818-205-3500-8-78-CR approved by Alfred C. Holland, State Purchasing Agent

CS004530

MASSACHUSETTS BOARD OF EDUCATION

Charles T. Grigsby, Chairperson

Anne H. McHugh, Vice Chairperson

James Azzarito
Mary Barros
John W. Bond
James L. Green
Howard A. Greis
Mary Ann Hardenbergh
Julian Houston
Joseph Mello, Jr.
Edward E. Phillips
Edwin Rossman

Gregory R. Anrig
Commissioner of Education

Ex Officio Member:

Edward McGuire, Chancellor
Board of Higher Education

BUREAU OF RESEARCH AND ASSESSMENT

Allan S. Hartman
Leslie May
Matthew Towle

The Massachusetts Department of Education insures equal employment/educational opportunities/affirmative action, regardless of race, color, creed, national origin or sex, in compliance with Title IX.

FOREWORD

Since 1974-75, the Statewide Educational Assessment Program has provided Massachusetts citizens with useful information about the quality of education in Massachusetts. The results of four years of the Assessment program have informed parents, students, educators, public officials and employers about statewide patterns of student performance in such areas as writing, mathematics, social studies, science, consumer education and career and occupational development.

During 1977-78, 9- and 17-year-old students were assessed, for the second time, in reading. This report describes the results of this assessment and provides information for the first time on trends in reading performance of Massachusetts students. Readers interested in a detailed interpretation of the assessment findings may obtain a copy of the Summary and Interpretations report by contacting either the Bureau of Research and Assessment or one of the regional offices of the Department of Education.

Also for the first time, that report provides the reader with some interpretations of the meaning and implications of the assessment findings through the concentrated involvement of many educators throughout the Commonwealth. To them, and to the many others whose involvement may not have been explicitly acknowledged, the Board of Education expresses its sincere appreciation.

Finally, it should be pointed out that 31 school systems chose to use the tests and procedures developed for the statewide assessment at the local level. I am pleased to report that, overall, these systems found using this local option highly beneficial.

It is our feeling that this year's assessment reports should find even wider audiences than in the past. I am pleased, therefore, to present this year's Reading assessment findings for review by all interested citizens.

Charles Grigsby
Chairperson
Massachusetts Board of Education

TABLE OF CONTENTS

	Page
FOREWORD	iii
OVERVIEW	xi
CHAPTER 1: Data-Gathering Instruments	1
Introduction	1
The Achievement Tests	1
The Objectives	2
Student and Principal Questionnaires	3
CHAPTER 2: Sampling Design and Implementation	5
Introduction	5
Requirements of the Sampling Design	5
General Framework of the Sampling Plan	6
Determining the Sample Size	8
Implementation of School Sampling	14
Implementation of Student Sampling	18
Student Participation in Testing	20
CHAPTER 3: Data Collection and Handling	22
Field Contact	22
Test Administration	24
Coding, Scoring, and Data Processing	25
Sampling Weights	26
The Local Option	29
CHAPTER 4: Data Analysis and Interpretation	31
Goals of Data Analysis	31
Interpretive Activities	31
Interpretive Issues	32
Summary of Interpretive Issues: Focus to the Reader	34

Page

CHAPTER 5: Achievement Results for All Massachusetts 9- and 17-Year-Olds 37

Introduction. 37
Summary of Results by Objective 37
Summary of Results on Individual Items 39

CHAPTER 6: Comparing Massachusetts with the Nation and the Northeast Region 49

Introduction. 49
Interpretation of Results 50
Summary of Results. 50

CHAPTER 7: Year-to-Year Comparisons 54

Introduction. 54
Data Analysis 54
Summary of Results. 54

CHAPTER 8: Achievement Results for Reporting Groups 57

Introduction. 57
Data Analysis 58
Results by Region and Kind of Community 58
Results for Additional Reporting Variables. 63

CHAPTER 9: Results of the Student Questionnaire 70

Introduction. 70
Summary of Results. 78

CHAPTER 10: Results of the Principal Questionnaire. 81

Introduction. 81
Summary of Results. 90
Profile of Students and Schools in Big Cities 93

Page

CHAPTER 11: Results of the Benchmark Survey 95

Introduction. 95
Summary of Results. 95

APPENDICES:

A: Copies of Test Items for 9- and 17-Year-Olds, with Corresponding Percentages of All Students Selecting Each Response

B: Copies of Student Questionnaire Instruments

C: Copies of Principal Questionnaire Instruments

D: Identification of Region and Kind of Community for Massachusetts School Districts

E: Copies of All Correspondence with School District Personnel

F: NAEP Comparative Achievement Scores for the Nation and the Northeast

G: Massachusetts Achievement Results by Reporting Groups on Total Test and Each Objective

ACKNOWLEDGMENTS

LIST OF TABLES AND FIGURES

		Page
TABLE 2.1:	Schematic Diagram of Sampling Stratification.	9
TABLE 2.2:	Distribution of 9-Year-Olds Sampled and Expected to Participate, by Stratum	12
TABLE 2.3:	Distribution of 17-Year-Olds Sampled and Expected to Participate, by Stratum	13
TABLE 2.4:	Distribution of Testing Sessions for 9-Year-Olds across Categories of the Strata, with Corresponding Population Parameters	15
TABLE 2.5:	Distribution of Testing Sessions for 17-Year-Olds across Categories of the Strata, with Corresponding Population Parameters	16
TABLE 2.6:	Number of Participating Students at Each Age Level, by Stratum.	21
TABLE 3.1:	Sampling Weights Based on Participation Data for 9-Year-Olds	27
TABLE 3.2:	Sampling Weights Based on Participation Data for 17-Year-Olds.	28
FIGURE 5.1	Achievement of Massachusetts Students by Objective. . . .	38
TABLE 5.2	Test Item Performance of Massachusetts 9-Year-Olds by Reporting Group	41
TABLE 5.3	Test Item Performance of Massachusetts 17-Year-Olds by Reporting Group.	45
FIGURE 6.1:	Comparing Massachusetts, the Nation, and the Northeast by Objective—9-Year-Olds	51
FIGURE 6.2:	Comparing Massachusetts, the Nation, and the Northeast by Objective—17-Year-Olds.	52

Page

TABLE 7.1: Year-to-Year Comparisons by Objective of Items Administered to Massachusetts Students in Both 1977-78 and 1974-75 55

FIGURE 8.1: Achievement on Total Test by Region 59

FIGURE 8.2: Achievement on Total Test by Kind of Community. 60

TABLE 8.3: Distribution of Total Test Score by Reporting Group for Massachusetts 9-Year-Olds 62

TABLE 8.4: Distribution of Total Test Score by Reporting Group for Massachusetts 17-Year-Olds. 62

TABLE 8.5: Achievement by Student and Principal Questionnaire Reporting Groups. 64

TABLE 9.1: Crosstabulations of Student Questionnaire Results (9-Year-Olds) by Region and Kind of Community, Reported in Percentages 71

TABLE 9.2: Crosstabulations of Student Questionnaire Results (17-Year-Olds) by Region and Kind of Community, Reported in Percentages 74

TABLE 10.1: Crosstabulations of Principal Questionnaire Results (9-Year-Olds) by Region and Kind of Community, Reported in Percentages 82

TABLE 10.2: Crosstabulations of Principal Questionnaire Results (17-Year-Olds) by Region and Kind of Community, Reported in Percentages 86

TABLE 11.1: Results of the Benchmark Survey: Consensus of Opinion of Survey Participants 96

O V E R V I E W

The Massachusetts Statewide Educational Assessment Program is a continuing series of annual evaluations of the knowledge, understanding, skills, and attitudes of Massachusetts public school students. As established by the Massachusetts State Board of Education, the purpose of the statewide assessment is to:

- provide citizens, students, parents, legislators, and educators with useful and accurate information on the quality of education in Massachusetts
- provide state-level decision makers with information necessary for setting educational policy
- help local school systems set their own objectives by providing them with statewide information on patterns of performance and attitudes and strengths and weaknesses of students
- enable local school districts to develop and to implement their own assessment practices by making statewide assessment procedures available to them

Since 1974, Massachusetts statewide assessments have been conducted in reading, mathematics, writing, social studies, citizenship, science, ecology, consumer education, career and occupational education, foreign languages, decision making, and school climate. The 1977-78 assessment

marks a second survey of the reading and career/occupational education areas. In future years, repeated assessments will be made in the other learning areas, as well, to examine changes in patterns of student performance.

The 1977-78 assessment was conducted by National Evaluation Systems, Inc. (NES) of Amherst, Massachusetts under contract to the Massachusetts Department of Education (MDE). Personnel from both NES and MDE worked jointly on all aspects of the assessment program. Major project components included the development of the test instruments, administration of the tests, analysis of the data, and dissemination of the results. A total of 2,252 9-year-olds and 2,019 17-year-olds were tested in Reading, while 2,238 13-year-olds and 2,201 17-year-olds were tested in the area of Career and Occupational Development (COD).

In conjunction with the statewide assessment, MDE provided a valuable opportunity to local school districts by offering the state's custom-designed materials for use in comprehensive testing of their own students. Local districts could contract directly with NES to participate in the Local Assessment Option. To preserve the confidentiality of the Local Option, results were reported solely to the individual districts and not to MDE.

This report contains a complete description of the statewide testing program in the area of Career and Occupational Development. The report describes in detail the design and methodology of the program, as well as student achievement data generated by the assessment. This information

can serve as a valuable resource to MDE and to others interested in determining the strengths and weaknesses of Massachusetts students. Consideration of these findings may help in the development of educational policy and priorities aimed at improving the education of students throughout Massachusetts.

Outline of This Report

The first four chapters of this report contain a summary of the design and methodology of the assessment. The remaining chapters present a detailed analysis of the assessment results. A number of supporting documents appear in the appendices following the results chapters.

CHAPTER 1

DATA-GATHERING INSTRUMENTS

Introduction

The design of the assessment required extensive developmental activities aimed at the production of (1) customized achievement tests comprised of exercises referenced to important objectives in Reading, (2) student questionnaires designed to collect information on individual student and home variables, and (3) principal questionnaires designed to collect information on school-related variables. These developmental activities were the joint responsibility of MDE, NES, and a Reading Technical Committee composed of educators from across the state involved in many aspects and levels of reading education.

The Achievement Tests

The first activity of the Technical Committee was the development of appropriate instruments with which to measure student achievement in Reading. As in previous Massachusetts assessments, objective-referenced tests were developed. These are tests designed to measure *what* students know and can do relative to specific types of tasks rather than *compare* students in terms of achievement. Results are reported in terms of the percentage of correct responses rather than in normed scores such as grade equivalents or percentiles.

Separate tests were developed for use at each age level. After a careful review of available materials, the committee identified four major objectives and a total of 49 matching test questions for inclusion on the test for 9-year-olds and 45 matching test questions for 17-year-olds. Eleven test items were identical on the two tests. A total of 13 of the items on the 9-year-old test and 24 of the items on the 17-year-old test had been previously used at their respective age levels in the 1974-75 Massachusetts assessment. In addition, all of the items were drawn from the materials of the National Assessment of Educational Progress (NAEP). Examination of scores on these items permits comparisons between current and previous Massachusetts performance, and between performance in Massachusetts, the Nation, and the Northeast Region. A copy of all test items appears in Appendix A.

The Objectives

Each test item was matched to one of the following Reading objectives:

1. Comprehend What Is Read: Read phrases, clauses, sentences, paragraphs, and passages.

2. Analyze What Is Read: Be able to trace sequences, perceive the structure and organization of the work, and see the techniques by which the author has created his effects.

3. Use What Is Read: Remember significant parts of what is read, follow written directions, and obtain information efficiently from graphs and charts.

4. Reason Logically from What Is Read: Draw appropriate inferences from the material that is read and "read between the lines" where necessary, arrive at a general principle after examining a series of details, and reason from a general principle to specific instances.

Student and Principal Questionnaires

The purpose of developing student and principal questionnaires was twofold: (1) to identify characteristics of students and their schools that might prove to bear a relationship to achievement and (2) to provide a general characterization of students and schools that, in itself, might prove useful in policy decisions. Questionnaires, which were designed by the Technical Committee, were administered to all participating students and to principals of all schools enrolling these students.

Student questionnaires. The student questionnaire itself was limited in length by the allotted administration time in the schools. NES worked with MDE and the committee to develop questionnaire items. The result was the selection of 17 items for 9-year-olds and 20 items for 17-year-olds including questions asking students about their gender, grade, spare-time

and homework activities, parents' jobs, and their own aspirations for future schooling. A copy of each student questionnaire appears in Appendix B.

The questionnaires were printed on the first five pages of the response booklet. In order to increase the reliability of the questionnaire information to the greatest extent possible, a test administrator read the student questionnaire aloud and assisted students in answering the questions wherever necessary. "Stop" instructions separated the questionnaire from the test items in the booklet.

Principal questionnaires. The principal questionnaire contained 10 items. The questionnaire elicited principals' perceptions of such things as the emphasis in the school curriculum and level of satisfaction with student achievement on each Reading objective, ways in which to improve reading achievement in the school, degree of parental support for the school, and average attendance rates.

A copy of the questionnaire, along with a return envelope, was mailed to the principal of every selected school. About 93% of the principals responded. A copy of each principal questionnaire appears in Appendix C.

CHAPTER 2

SAMPLING DESIGN AND IMPLEMENTATION

Introduction

To increase the reliability of the data collected and to reduce the impact on schools of statewide testing activities, a sampling approach to assessment was adopted. A two-stage stratified cluster design was used to select a random sample of students from the population at each age level. The sampling plan for both age groups was based on the actual distribution of fourth- and eleventh-grade populations in the 1975-76 school year. (Since population parameters by age were not available, population by grade was substituted, because most 9-year-olds are in the fourth grade, while most 17-year-olds are in the eleventh grade.)

This section discusses in detail requirements of the sampling design, the general framework of the sampling plan, and the procedures used in determining sample sizes. In addition, it presents the procedures for implementing sampling of schools and students, as well as a description of the numbers of students actually participating in testing activities.

Requirements of the Sampling Design

Several Requirements were met by the sampling design:

(1) Each sample is representative of the entire target population in terms of the selected stratification variables (region and kind of community).

(2) The size of each sample drawn is sufficiently large to generalize reliably to the performance of all 9- or 17-year-old Massachusetts students, and to that of students in selected reporting groups.

(3) All public schools in Massachusetts containing students of the appropriate age are eligible for selection.

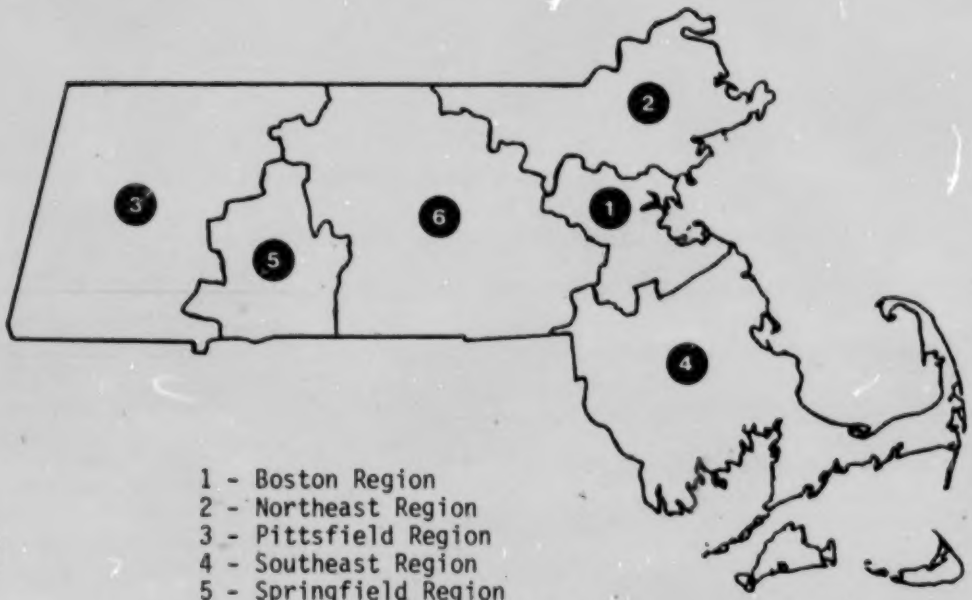
(4) The sample is a probability sample at all stages of the selection process; that is, each eligible school has a chance of being selected proportional to its population, and each student in the state has a positive chance of being chosen. (The limit of two test sessions per school does not permit equal probability of selection across students.)

(5) Students are clustered into school buildings and selection of schools occurs before the selection of individual students from within these schools. This requirement increases the efficiency and cost effectiveness of testing.

General Framework of the Sampling Plan

Two stratification variables were selected for the sampling plan: (1) educational region of the state and (2) kind of community. The map below shows the division of the state into regions. Each region is identified in the key below the map. The names assigned to each region are for identification purposes only; each region is comprised of a larger

area than might be suggested by its name alone. For example, the Boston Region contains a number of communities outside the Greater Boston area.



1 - Boston Region
2 - Northeast Region
3 - Pittsfield Region
4 - Southeast Region
5 - Springfield Region
6 - Central Mass. Region

The four kinds of community (KOC) were defined as follows:

- Big Cities: communities designated as central cities according to the 1970 United States Census. Examples include Boston, Brockton Haverhill, Holyoke, Lawrence, Worcester.

- Industrial Suburbs: suburbs of central cities with below-average family income ($16,000) and with more than 20% commercial and 7% industrial land use. Examples include Cambridge, Chelsea, Medford, Quincy, Peabody, Waltham, Lee, Monson.

- Residential Suburbs: suburbs of central cities other than Boston with above-average family income, and all nonindustrial suburbs of Boston. Examples include Arlington, Braintree, Framingham, Scituate, Walpole, Andover, Dover, Milton, Newton, Chelmsford, Shrewsbury, Wilbraham.

- Other Communities: resort towns in the Cape Cod and Berkshire areas, nonindustrial suburbs of cities other than Boston with below-average family income, towns with below-average family income, and communities with a population of less than 2,500. Examples include Barnstable, Chatham, Yarmouth, Stockbridge, Bridgewater, Hadley, Oxford, Stoughton, Newburyport, Taunton, Ayer, Kingston, Orange, Webster, Ashfield, Dunstable, Plympton.

According to this stratification plan, schools with similar characteristics could be grouped together and assigned to one of the 24 stratification categories which resulted from a crossing of the two variables. Table 2.1 diagrams the sampling framework. Appendix D contains a listing of all Massachusetts school systems, with their respective region and kind-of-community identifications.

Determining the Sample Size

Introduction. The size of the sample of students to be tested was determined on the basis of (1) the level of precision desired by MDE in making generalizations to the performance of the population as a whole and

TABLE 2.1

Schematic Diagram of Sampling Stratification

DEPARTMENT OF EDUCATION REGION	KIND OF COMMUNITY			
	Big Cities 1	Industrial Suburbs 2	Residential Suburbs 3	Other Communities 4
Boston 1				
Northeast 2				
Pittsfield 3				
Southeast 4				
Springfield 5				
Central Mass. 6				

of the various stratified reporting groups, (2) the size of the total student population, (3) the size of the student population in each stratum, and (4) the size of the student population in each category of the strata.

Sampling precision. Whenever estimates are to be made about a population based on data collected from a sample, those estimates are subject to error. Error is the probable difference between the score of the sample and the true score of the population. Sampling precision refers to the maximum degree of error which will be tolerated in making generalizations. Toleration of a sampling error of .02 (two percentage points), for example, would mean the following: If, in a sample of 17-year-olds, an average of 80% of the items is answered correctly, then the true score of the population probably lies between 78% and 82%.

The above probability statement is made in educational practice at a 95% confidence level. That is, the true score, in the above example, is expected to lie somewhere between 78% and 82% for 95 out of 100 samples; for 5% of the samples, the true score will lie outside this range. This level of confidence is generally considered sufficient for educational research.

The greater the level of precision desired, the greater the number of students that must be tested. A desire for precision must be balanced against potential costs. In general, increasing precision increases the cost—defined in terms of both dollars and time (of students, test administrators, and clerical-administrative personnel). As the sample size is increased, there is a political cost as well, resulting primarily from the increased impact on the activities of participating schools.

Based upon consideration of the foregoing concerns, MDE adopted a level of precision tolerating a 2% (two percentage points) error for the total population. Based on the size of the overall population of students, it was determined that a sample of 2,200 students at each age level would be sufficient for these purposes. Therefore, at least 88 testing sessions with 25 students per session would be required. In order to allow for the inevitable attrition of students from those selected to participate, two steps were taken to increase the chances of obtaining the desired number of students: (1) the number of testing sessions was increased from 88 to 96 at each age level, and (2) from six to 12 alternate students were chosen for each test session to replace any students absent on the testing date.

Size of the student population in each stratum. The strata of interest are regions and kinds of communities. Given the total number of testing sessions, the allocation of testing sessions to strata was made on the basis of the ratio of students in the population of the stratum relative to the total fourth- or eleventh-grade population.

In other words, the 96 testing sessions per age level were assigned to strata proportional to the size of each stratum. Tables 2.2 and 2.3 show, for 9- and 17-year-olds, respectively, the number of test administrations, number of students sampled, and number of students expected to be present to take the test in each of the 10 reporting categories.

Size of the student population in each category of the strata. The number of test administrations in each of the 10 reporting groups shown in Tables 2.2 and 2.3 were maintained and the final allocation of testing

TABLE 2.2

Distribution of 9-Year-Olds Sampled and Expected to Participate, by Stratum

Reporting Category	Number of Test Administrations	Number of 9-Year-Olds	
		Sample	Expected Participation
REGION:			
1: Boston	26	806	596
2: Northeast	20	620	458
3: Pittsfield	8	248	183
4: Southeast	17	527	390
5: Springfield	9	279	206
6: Central Mass.	16	496	367
KIND OF COMMUNITY:			
1: Big Cities	24	744	550
2: Industrial Suburbs	11	341	252
3: Residential Suburbs	34	1054	779
4: Other Communities	27	837	619
TOTAL	96	2976	2200

TABLE 2.3

Distribution of 17-Year-Olds Sampled and Expected to Participate, by Stratum

Reporting Category	Number of Test Administrations	Number of 17-Year-Olds	
		Sample	Expected Participation
REGION:			
1: Boston	27	999	619
2: Northeast	19	703	435
3: Pittsfield	8	296	183
4: Southeast	17	629	390
5: Springfield	10	370	229
6: Central Mass.	15	555	344
KIND OF COMMUNITY:			
1: Big Cities	21	777	481
2: Industrial Suburbs	12	444	275
3: Residential Suburbs	38	1406	871
4: Other Communities	25	925	573
TOTAL	96	3552	2200

sessions to each category of the strata (i.e., each cell of Table 2.1) was based on the ratio of fourth- or eleventh-graders in the population of the cell relative to the total population in that grade. That is, the proportion of all testing sessions assigned to a particular cell corresponded to the proportion of fourth- or eleventh-graders (relative to the total in-grade population) contained in the cell.

However, due to the need to oversample in cells with an unusually small population, the proportional distribution of testing sessions (and, therefore, sampled students) was not exactly equivalent to population parameters. Sampling weights, ultimately computed on the basis of the actual number of students taking the tests, insure that the average scores for the population and reporting groups are correctly estimated from the sample scores.

Tables 2.4 and 2.5 present the final allocation of testing sessions, for each age level respectively, to the individual categories of the strata, as well as the corresponding population parameters. The top portion of each cell shows the number of students in the category population, while the bottom portion shows the number of test sessions assigned.

Implementation of School Sampling

Step 1. The first step in implementing the sampling design was the construction of a sampling frame—that is, a list of all sampling units (in this case, school buildings) in the population to be sampled. A sampling frame of all eligible schools was constructed based on information

TABLE 2.4

Distribution of Testing Sessions for 9-Year-Olds across Categories of the Strata, with Corresponding Population Parameters

DEPARTMENT OF EDUCATION REGION	KIND OF COMMUNITY: Big Cities 1	Industrial Suburbs 2	Residential Suburbs 3	Other Communities 4	TOTALS
Boston 1	6,351 / 7	6,809 / 7	11,279 / 12	0 / 0	24,439 / 26
Northeast 2	2,724 / 3	2,464 / 2	9,280 / 10	4,388 / 5	18,874 / 20
Pittsfield 3	829 / 2	82 / 0	278 / 2	2,179 / 4	3,368 / 8
Southeast 4	4,218 / 5	0 / 0	3,713 / 4	9,804 / 8	17,735 / 17
Springfield 5	3,217 / 4	329 / 1	1,017 / 1	2,950 / 3	7,513 / 9
Central Mass. 6	3,221 / 3	502 / 1	4,976 / 5	6,046 / 7	14,736 / 16
TOTALS	20,578 / 24	10,186 / 11	30,534 / 34	25,367 / 27	86,665 / 96

(Each cell: # of Students in Population / # of Test Sessions)

TABLE 2.5

Distribution of Testing Sessions for 17-Year-Olds across Categories of the Strata, with Corresponding Population Parameters

DEPARTMENT OF EDUCATION REGION	KIND OF COMMUNITY: Big Cities 1	Industrial Suburbs 2	Residential Suburbs 3	Other Communities 4	TOTALS
Boston 1	5,433 / 6	7,195 / 7	13,513 / 14	0 / 0	26,141 / 27
Northeast 2	2,406 / 2	2,509 / 2	11,006 / 11	3,854 / 4	19,775 / 19
Pittsfield 3	924 / 2	145 / 1	263 / 1	2,577 / 4	3,909 / 8
Southeast 4	3,401 / 4	0 / 0	3,977 / 5	8,315 / 8	15,693 / 17
Springfield 5	3,638 / 4	300 / 1	1,360 / 2	3,067 / 3	8,365 / 10
Central Mass. 6	2,813 / 3	582 / 1	5,495 / 5	6,163 / 6	15,053 / 15
TOTALS	18,615 / 21	10,731 / 12	35,614 / 38	23,976 / 25	88,936 / 96

(Each cell: # of Students in Population / # of Test Sessions)

provided by MDE. When the information was updated and verified, each school was assigned a region status and a kind-of-community status.

Step 2. Following this assignment, the next step was to divide the sampling frame into separate frames for each stratified category. The frame was broken down into 24 separate lists, one corresponding to each of the 24 categories described in Table 2.1. Schools were listed along with their estimated fourth- or eleventh-grade enrollment and cumulative population totals.

Step 3. The next step was to select the schools from the frame for a *given category*. This selection occurred by using the list of all eligible schools and their cumulative student enrollments. The following procedure was used:

(1) The total student population for the category was noted.

(2) This total was divided by the number of testing sessions assigned to the category, yielding value X.

(3) A random number table was used to select a random number between 1 and X, and the school whose cumulative population interval contained the Xth student was selected.

(4) Value X was added to the random number (and repeatedly to all succeeding values) until the total number of schools required from the category was selected. Each "selection" represented a "test session," and a given school could, therefore, be selected

more than once, depending on the size of its enrollment. A maximum of two testing sessions per school was permitted. After a school had been selected for two testing sessions, it was eliminated from the list.

This procedure, implemented separately for each category, insured that students within a stratum had an equal probability of selection. All estimates of the performance of the population and respective reporting groups were made from properly weighted data.

Implementation of Student Sampling

Introduction. Once the participating schools had been selected, the second stage of the plan was implemented. In the second stage, students were randomly selected from the eligible pool within each selected school. This process was repeated separately for each assigned test session. No stratification variables were employed in the student frame. It was assumed that, given the number of students being sampled, the random selection process would generate an acceptably even distribution of males and females in the total sample for each test.

Eligibility. All students at the appropriate age level were considered eligible for testing *except for* those who were non-English-speaking, or who were handicapped (physically, mentally, or emotionally) in such a way that they could not respond to the test.

Procedure. In order to implement the sampling of students, the principal of each selected school received a letter which indicated the

number of testing sessions assigned to the school and requested a roster of the names of all students with the appropriate birthdates. Students born during the 1968 calendar year were considered eligible for the test for 9-year-olds, while those born between October 1, 1960 and September 30, 1961 were considered eligible for the test for 17-year-olds.

When 100% of the rosters had been returned and verified, all of the ineligible students were deleted from the pool for each school. Remaining students were numbered sequentially, each student within a school receiving a unique number. Then, using a table of random numbers, 25 students were selected for each testing session assigned to a school. In addition, alternates were randomly selected to replace any students who were absent on the testing date. At the 9-year-old level, six alternates were selected, while at the 17-year-old level 12 alternates were chosen, since attrition rates are known to be higher at the high school level. Because 17-year-olds were tested in two subject areas this year, it was decided that any given student could be required to take only one test. Therefore, once a student was selected for a test session in one subject area, he/she was ineligible for selection in the second area. This constituted selection of students without replacement.

If a given school contained less than 25 eligible students, all eligible students were selected. The alternates for each testing session were kept on file, and the list of selected students was forwarded to the principal. A separate list was provided for each testing session in the school.

Principals reviewed the lists and contacted NES if the names of any ineligible students were included. Where necessary, NES staff provided the

names of alternates, assigning them in the order of their random selection. The student samples were then in final form and ready for test administration.

Student Participation in Testing

Table 2.6 provides a summary of the number of students participating in the assessment at each age level. The actual number of participating students may be compared to the number expected to participate, shown in Tables 2.2 and 2.3. At the 9-year-old level, the total number of participating students was quite close to the number expected, although the number of participants within each reporting category was sometimes higher or lower than projected. Total participation at the 17-year-old level was about 92% of the number expected.

TABLE 2.6

Number of Participating Students at
Each Age Level, by Stratum

Stratum	Number of 9-Year-Olds	Number of 17-Year-Olds
REGION:		
1: Boston	603	565
2: Northeast	457	359
3: Pittsfield	188	183
4: Southeast	395	360
5: Springfield	211	215
6: Central Mass.	398	337
KIND OF COMMUNITY:		
1: Big Cities	534	446
2: Industrial Suburbs	268	237
3: Residential Suburbs	795	810
4: Other Communities	655	526
TOTAL	2252	2019

CHAPTER 3

DATA COLLECTION AND HANDLING

Field Contact

Contact with school and district personnel, initiated in November of 1977, was designed to alert local personnel to the assessment and to provide detailed information on both the statewide and local phases of the assessment. Related activities included substantial contact with school and district personnel, both by mail and by telephone.

NES mailed letters to the superintendents of every Massachusetts school district describing both phases of the assessment, inviting them to participate in the Local Option, and enclosing sample results reports for the Local Option. NES sent follow-up mailings to those districts which did not respond in order to ensure that each district had received the information and had considered Local Option participation. Close contact was maintained throughout the school year with those districts which chose to participate in the Local Option in order to provide direction and assistance.

Following is a brief description of subsequent contact by NES staff with school and district personnel involved *only* in the statewide sample:

(1) Superintendents of all sampled school districts received a letter outlining the schedule of events and listing by name those schools selected in their districts as well as the number of test administrations (consisting of 25 students per session) needed in each school.

(2) Principals of all selected schools received a letter describing the assessment program, outlining scheduled principal responsibilities, indicating the number of test administrations assigned, and requesting the submission of a roster of all age-eligible students.

(3) A letter providing the names of selected students for each testing session was mailed to all participating principals. The principals were urged to recheck their rosters to insure that no ineligible students were listed.

(4) Test administrators then made telephone calls to all participating principals to schedule the assigned testing sessions. Every effort was made to accommodate the scheduling needs of individual schools.

(5) A letter enclosing the principal questionnaire and requesting its completion was mailed to the principals of all schools containing statewide sample groups. Follow-up letters were sent to principals who did not initially respond.

NES staff made every effort to describe fully the aims and activities of the program, to describe with clarity the responsibilities of school

personnel, and to foster cooperation with the program. Throughout the contact period, NES encouraged school personnel to call collect with any questions or concerns relative to the assessment. A copy of the correspondence sent to the participating schools is included in Appendix E.

Test Administration

To limit the burdens placed on school personnel, and to standardize administration procedures for the assessment, 17 persons from Massachusetts with state teaching certificates and backgrounds in education were hired and trained by NES staff to conduct testing in the schools. A test administrators' workshop was conducted by the NES staff at which administrators were thoroughly trained with respect to (1) the research design of the assessment program; (2) school and student selection procedures; (3) test administration; (4) administration of the student questionnaire; (5) classroom procedures (including assembling of students, introducing the test, distribution and collection of materials, and handling of common and unusual situations; (6) special responsibilities (including advance telephone calls to principals to verify appointments; procedures for cancellation, postponement, or rescheduling of testing sessions; and handling of student rosters); and (7) field editing procedures. These responsibilities were described in detail in a test administrators' manual. In addition, test administrators were to call NES collect if any special problems arose.

Tests were originally scheduled to be administered during February, 1978 for 9-year-olds, and during March, 1978 for 17-year-olds.

However, severe weather conditions postponed some of the scheduled February testing sessions until early March. The test administration procedures were similar to those used by NAEP but did not include paced audiotapes to accompany the tests. Testing sessions began with a brief explanation of the purpose of the test, followed by the administration of the student questionnaires read aloud to students. When all students had completed the questionnaires, the directions for answering exercises were read aloud, and the students then proceeded to answer the test questions independently.

Following the testing session, test administrators performed a preliminary edit of testing materials and coded each response booklet with a district, school, and student identification number. At the close of each testing period, all materials were returned to NES for final editing, coding, and data processing.

Coding, Scoring, and Data Processing

All test booklets were subjected to an in-house edit at NES, including (1) a check on the coding of student, school, and district identification information; (2) a check on the completeness of the student questionnaire responses; and (3) an edit for stray marks and double responses to the multiple-choice questions.

Following the coding activities, the responses for each student were then keypunched and verified at the NES offices, and the cards were listed on a data tape for each age level.

The data tape for each age level contained one record for each student completing the test package. This record included: (1) information given by the student on the student questionnaire; (2) the student's responses to each of the exercises; (3) a numerical identification code which permitted the rematching of each student record to its original test document should that prove necessary; and (4) the responses on the matching school principal questionnaire and stratification information for the student's school.

Prior to data processing, the data tape was scanned for invalid entries and updated where necessary. All response data on the data tape were entered in raw-score form and were converted to the percentage form as needed. Data reduction needs were determined and files were transformed where appropriate, including proper weighting of scores to provide estimates of the population from sample data. All student data (test scores and questionnaire data) were weighted; only principal questionnaire data remained unweighted, since sampling was based on generalizing to students, not schools.

Sampling Weights

In order to analyze the data for reporting purposes, sampling weights were applied to equalize the probabilities of selection in all strata, after attrition. As indicated earlier, the actual numbers of students responding to the tests were to be used in the calculation of sampling weights.

Tables 3.1 and 3.2 present, for 9- and 17-year-olds, respectively, the actual sampling weights applied to the strata on the basis of the participation data presented earlier.

TABLE 3.1

Sampling Weight Based on Participation Data for 9-Year-Olds

DEPARTMENT OF EDUCATION REGION	KIND OF COMMUNITY			
	Big Cities 1	Industrial Suburbs 2	Residential Suburbs 3	Other Communities 4
Boston 1	42.90	47.28	36.27	0
Northeast 2	41.55	50.29	42.18	35.97
Pittsfield 3	18.84	0	5.67	22.94
Southeast 4	38.27	0	39.50	51.33
Springfield 5	47.31	6.58	48.43	40.97
Central Mass. 6	32.87	20.08	49.67	34.55

TABLE 3.2

Sampling Weight Based on Participation Data for 17-Year-Olds

DEPARTMENT OF EDUCATION REGION	KIND OF COMMUNITY			
	Big Cities 1	Industrial Suburbs 2	Residential Suburbs 3	Other Communities 4
Boston 1	43.12	58.50	42.76	0
Northeast 2	70.76	100.36	50.95	45.88
Pittsfield 3	20.09	5.8	10.52	29.62
Southeast 4	33.02	0	36.49	56.18
Springfield 5	53.50	7.69	34.00	45.10
Central Mass. 6	40.77	23.28	52.84	44.34

The Local Option

The Local Option phase of the assessment allowed participating districts to examine in detail the achievement of their own students in a single class or throughout the district by contracting directly with NES. Results permitted participating districts to (1) examine students, classes, schools, and the district as a whole; and (2) compare local achievement results with those in Massachusetts, the Nation, and the Northeast region. Materials, as well as regional workshops in test administration and interpretation, were provided by MDE through NES. Districts were required to pay only a per-capita cost for test booklet printing and data processing.

The Local Option testing was conducted in the same time period as the statewide sample testing. Overlap of schedules facilitated the organization and execution of testing for both phases and eliminated some activities for those statewide sampled schools that elected to participate in the Local Option.

Thirty-one Massachusetts school systems participated in the Local Option at one or more age levels or subject areas. The following services were provided by NES to those districts participating in the Local Option:

- training of test coordinators or administrators in test administration procedures at one of two regional workshops
- delivery and pick-up of test booklets

- editing and scoring of tests and data analysis
- complete result reports as described below
- assistance with interpretation of results at one of two regional workshops held after results had been returned to the districts

Two copies of each result report produced by NES were provided. The reports are listed below.

- For each class:
  (1) a Student Objective Achievement Report
  (2) a Class Item Analysis Report
  (3) a Class Objective Summary Report
  (4) a Class Questionnaire Report
- For each school:
  (1) a School Item Analysis Report
  (2) a School Objective Summary Report
  (3) a School Questionnaire Report
- For the school system:
  (1) a School System Item Analysis Report
  (2) a School System Objective Summary Report
  (3) a School System Questionnaire Report

NES made every effort to ensure that the special needs of individual school districts were met wherever possible. Schools participating in the Local Option may compare their own results with the results for the state and the respective groups as given in this report.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

Goals of Data Analysis

The goals of the data analysis plan developed jointly by staff members of NES and MDE were (1) to describe the achievement of students statewide, (2) to describe the achievement of students in selected reporting groups and to compare their achievement with that of students statewide, (3) to compare the performance of students in the state of Massachusetts with that of the nationwide and Northeast samples tested by the National Assessment of Educational Progress, (4) to compare the performance of students tested in previous Massachusetts assessments to the performance of students tested this year, and (5) to describe selected characteristics of students and schools statewide and in the different regions and kinds of communities.

All goals were accomplished by the selection of appropriate statistical analyses and proper weighting of scores. All achievement scores are reported in terms of the percentage of students responding correctly to a given test item or in terms of the average percentage of a *set* of items answered correctly.

Interpretive Activities

For the first time this year, the Massachusetts assessment included an additional component designed to increase the usefulness of the results.

This phase focused on generating interpretations and recommendations based on professional judgment of the assessment results. Two activities were conducted to assist in the interpretive process.

Benchmark Survey. A total of 190 reading specialists from schools which participated in the assessment were surveyed to evaluate the assessment results. Their task was to examine student performance in terms of their own "benchmark" of desirable achievement. Given the percentage of students answering correctly each test item, Benchmark Survey respondents indicated via questionnaire whether or not they felt that additional emphasis ought to be placed on teaching students the skills measured by that item.

Interpretive Workshop. The Reading Technical Committee augmented by some additional members met at a two-day workshop to review all of the results of the assessment. Using their professional judgment and information derived from the Benchmark Survey, they generated a set of interpretive comments and recommendations for action based on the results.

The results of the Benchmark Panel discussion are summarized in Chapter 11 of this report. Specific discussions and recommendations generated by the expanded Technical Committee are to be found in a separate document entitled "Summary and Interpretations—Reading," available from MDE.

Interpretive Issues

All of the analyses conducted for the objective-referenced assessment involve the computation of the percentage of students answering correctly

each individual test item and average percent-correct scores for all items related to an objective or all items on a given test. Additional statistics included for these analyses are standard errors and tests of significance of differences between groups.

The differences presented in this report are those which were statistically significant at the .05 level. This means that a difference of the given magnitude could be expected to occur in repeated samplings only five times in 100 if, in fact, there were no differences between groups. While these results very likely reflect the actual performance differences between groups, they should not be used to infer the causes of these differences. For example, it may be shown that students who plan to attend a four-year college perform above the state average, but this does not imply that this characteristic causes higher performance. The difference, or relationship, may in fact be "caused" by other, perhaps unknown, variables.

The percent correct reported for the state as a whole and for the individual reporting groups are estimates based on probability samples, and, as such, have standard errors associated with them. The reported differences (effects) in performance between a given group and the state average are also estimates and have associated standard errors. The standard error of an effect depends on the size of the two samples, the percent of each group answering the item correctly, and other stratification and clustering effects. Therefore, the magnitudes of the standard errors vary considerably from comparison to comparison. An effect that is twice the size of its associated standard error is considered significant at the .05 level.

It should be noted that some rather large effects are occasionally not statistically significant, while some rather small effects are in some instances significant. This is due to the fact that statistical significance is determined by the ratio of the effect to its standard error. For this reason, the reader should exercise caution in interpreting statistically significant differences. Statistical significance should not be equated with practical importance or educational meaningfulness. Just as acceptable levels of performance must be judged on the basis of educational expectations, the magnitude of differences observed between groups should similarly be judged not only on the basis of statistical significance but also on the basis of educational meaningfulness.

The reader should also be careful not to infer causality from the differences observed between the performance of Massachusetts students and those in the Nation and the Northeast Region. The fact that Massachusetts students surpassed the Nation's or the Northeast Region's students, or failed to perform as well, does not necessarily mean that Massachusetts schools are "causing" the difference in performance. Differences in sample composition (e.g., in age, grade, community characteristics, family background, and personal characteristics) should be considered as bearing a relationship to performance results.

Summary of Interpretive Issues: Focus to the Reader

The achievement scores presented in this report represent best estimates of the "true" achievement scores which would have been obtained had *all* students in the population, rather than a representative sample, been

tested. Statistical techniques indicate that these estimates are most likely within two percentage points of the "true" scores of the population. If, for example, the statewide score is shown as 73%, it would be safe to say that the "true" statewide score is between 71% and 75% The purpose of this reminder is to caution the reader to refrain from over-emphasizing small differences between scores.

In addition, many of the results presented in this report involve comparisons of scores for various purposes. These include comparing Massachusetts scores with nationwide scores, comparing current Massachusetts scores with those achieved in previous assessment years, and comparing scores of various reporting groups within Massachusetts. In each of these cases, the average score of one "group" is compared to that of another "group." Again, because the scores were generated on the basis of a *sample* of students, the score for each group should be considered an *estimate* of the true score of the population that the group represents (e.g., all *public school* eleventh-graders).

The reader should note that the tables in this chapter indicate those differences in scores that are statistically significant at the .05 level. However, statistical significance is not to be equated with educational meaningfulness. Small differences between groups may be *statistically significant* in one case and not in another due to a variety of factors, but, even where statistically significant, differences may be too small to be educationally meaningful. What is educationally meaningful depends on the reader's judgment about the practical implications of given differences in scores.

Particular attention should be paid to the narrative, since it is intended to focus the reader on the most outstanding differences between groups. Where statistical tests have not been performed, the narrative will generally describe scores that vary by 2% or less as "about the same." The reader should bear in mind that such small differences are not likely to be educationally meaningful.

Further, the reader is cautioned to refrain from drawing cause-effect inferences from these data. The differences observed suggest only a *relationship* between a given factor and achievement, *not a causative influence* of the factor on achievement.

CHAPTER 5

ACHIEVEMENT RESULTS FOR ALL MASSACHUSETTS 9- AND 17-YEAR-OLDS

Introduction

The purpose of this chapter is to examine the test performance of Massachusetts 9- and 17-year-olds. The performance of all students in each age group is described for each of the four objectives and for each of the items matched to these objectives.

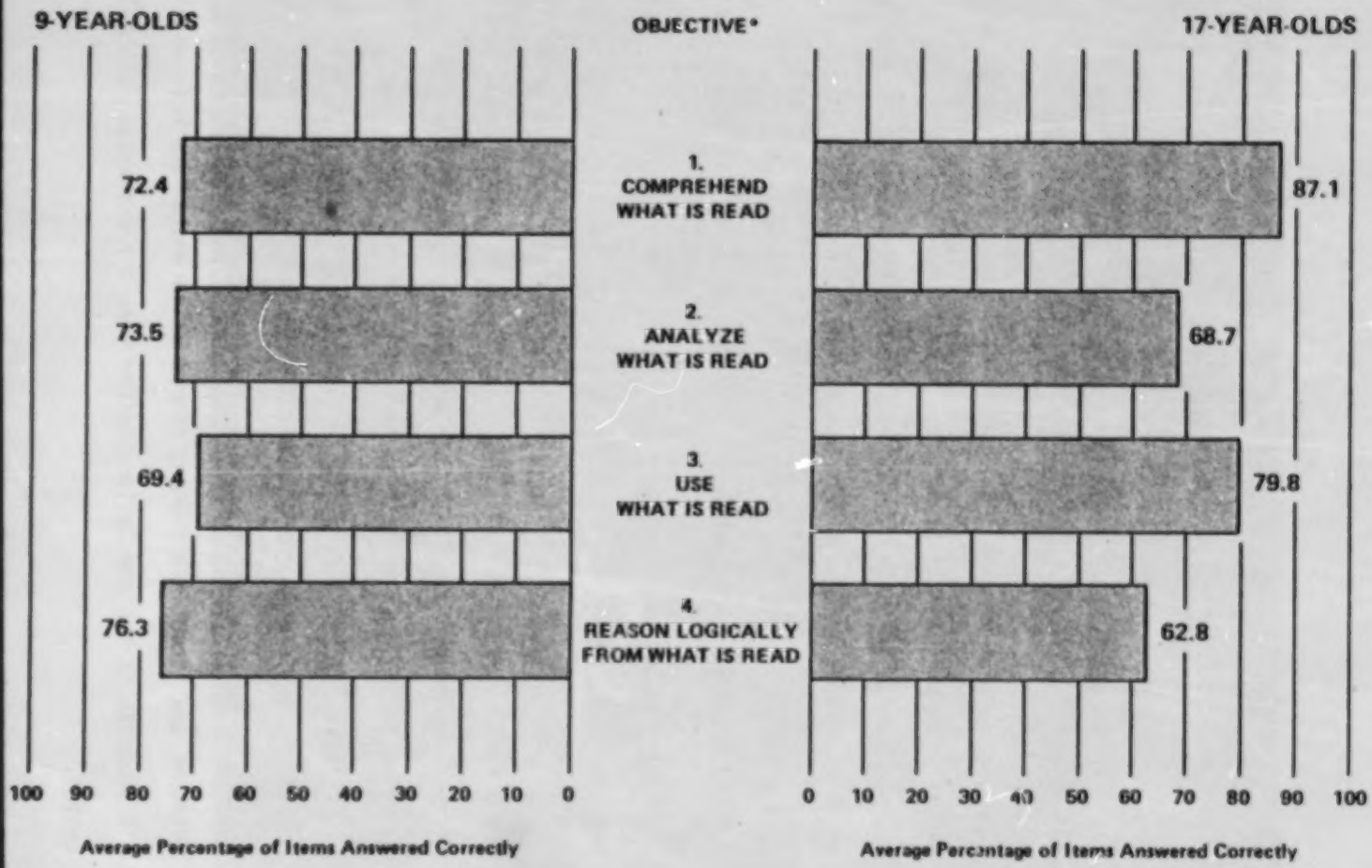
Summary of Results by Objective

Performance on each objective is given in terms of the average percentage of the related test items that the students answered correctly. If, for example, students at a given age level show an average of 72.4% for a particular objective, this means that, on the average, the students correctly answered 72.4% of the items assessing that objective. Performance on the objectives is discussed in the narrative below.

Figure 5.1 displays for each objective the average percentage of matching test items answered correctly by each age group. The reader is reminded that the achievement scores presented here represent best estimates of the "true" achievement scores which would have been obtained had *all* students in the population, rather than a representative sample, been tested.

FIGURE 5.1

Achievement of Massachusetts Students by Objective



* Note that while the objectives assessed at the two age levels were the same, the set of test items referenced to a given objective differed at each age level.

Statistical techniques indicate that these estimates are most likely to be within two percentage points of the "true" scores of the population. If, for example, the statewide score is shown as 73%, one can feel confident that the "true" statewide score is between 71% and 75%. The purpose of this reminder is to caution the reader to refrain from over-emphasizing small differences between scores.

Nine-year-olds scored between 69.4% and 76.3% correct across the four objectives. Their lowest performance was on Objective 3, Use What Is Read, while their highest performance was on Objective 4, Reason Logically from What Is Read. The scores of 17-year-olds were much more variable, ranging from 62.8% to 87.1%. In contrast to the 9-year-olds, 17-year-olds scored highest on Objective 1, Comprehend What Is Read, and lowest on Objective 4, Reason Logically from What Is Read.

The reader is reminded that, although the identical objectives were assessed at each age level, the group of matching test items *differed* for each age group. When comparing performance across age groups on a particular objective, the reader should bear in mind that test items at the 17-year-old level were more difficult than those at the 9-year-old level. The fact that the overall achievement scores were about the same at the two age levels (73% and 75% for 9- and 17-year-olds, respectively) is an indication that item difficulties were well-matched to the respective age levels.

Summary of Results on Individual Items

Results on *individual items* are presented below. The following information is provided for each test item:

- the number of the test question as it appeared in the test booklet

- a brief description of the test item
- the percentage of all students in the age group answering correctly
- the percentage answering correctly in each of the Massachusetts reporting groups defined by the variables: sex of student, region, and kind of community
- where the question was tested by NAEP, the percentage of students in the Nation and in the Northeast answering correctly
- where data is available, the percentage of Massachusetts students answering correctly during the 1974-75 assessment

Results on individual items are presented in Tables 5.2 and 5.3 for 9- and 17-year-olds, respectively. The reader interested in a detailed analysis of the test should examine these tables and Appendix A to gain an insight into the nature of the items that were matched to each objective. Appendix A contains copies of all test items, organized by objective. For each test item, the percentage of students selecting each response alternative is shown. By examining this information, the reader can determine not only the percentage of students answering correctly, but also the percentage selecting each of the incorrect responses.

TABLE 5.2

Test Item Performance of Massachusetts 9-Year-Olds by Reporting Group

Item #	Description of Item	Percentage of Students Answering Correctly															
		Massachusetts													NAEP		MA 1974-75
		All	Sex		Region						Kind of Community				Nation	Northeast	
			M	F	1	2	3	4	5	6	1	2	3	4			
	OBJECTIVE 1																
1	If you are walking, which road sign tells you what to do?	86	84	88	84	85	89	86	92	89	78	83	92	87	87	90	
10	What does the writer tell you about sports cars?	87	86	88	87	88	83	85	87	88	82	88	91	84	84	86	
12	When did Helen Keller lose her sight and hearing?	43	42	43	43	48	47	39	41	40	30	39	56	38	40	45	
13	In the story, which words tell when the buttons scattered?	76	75	77	74	78	78	75	75	76	73	77	78	75	77	78	
15	*Quote:* The person who said this:	81	80	81	81	83	78	79	83	78	74	79	85	80	75	78	80
16	How many reasons are given for wanting a dog instead of a cat?	88	86	90	87	88	89	90	86	88	84	86	93	86	83	85	86
22	Choose the sentence that tells what the drawing shows.	95	94	97	94	97	96	97	95	93	93	97	96	96	89	91	93
25	Which sentence tells best how Silky felt about the rain?	89	86	91	87	90	88	89	87	89	84	91	92	87	79	83	
27	Choose the group of words that tells what the sentence means.	58	55	62	56	58	62	60	57	61	51	57	65	57			
40	What does the author compare the moon to?	32	32	32	30	35	37	30	36	30	26	29	38	31	33	29	
43/44	Have you EVER or NEVER visited the moon?*	94	93	95	92	96	95	95	92	94	90	95	96	94	92	94	
46	Which of the following is true of Admiral Drake in this story?	41	38	43	38	44	47	42	36	41	32	38	47	40	57	57	
49	The nonsense word ZUP in this context probably means:	72	68	76	69	75	71	70	75	74	64	70	79	71	83	88	86

* Items 43 and 44 were combined for analysis purposes according to NAEP guidelines.

TABLE 5.2 (continued)

Item #	Description of Item	Percentage of Students Answering Correctly															
		Massachusetts													NAEP		MA 1974-75
		All	Sex		Region						Kind of Community				Nation	Northeast	
			M	F	1	2	3	4	5	6	1	2	3	4			
	OBJECTIVE 2																
2	The title which tells the most about this story is:	41	42	40	41	43	35	39	43	41	35	41	49	36	26	30	23
9	Place the events in a baseball game in the proper order.	59	59	59	59	59	63	57	60	58	45	57	71	56	48	50	
17	What happened first in the story?	84	84	85	83	85	82	87	80	84	80	82	89	83	83	84	
18	This story is mainly about:	87	86	88	85	88	87	88	86	87	77	88	92	88	75	79	
29	What do you think the author was trying to do?	75	73	78	72	78	77	77	72	78	67	74	82	75	75	77	
30	What did the author want you to do when you read the story?	91	89	92	90	92	89	92	87	92	86	91	94	91	84	88	
36	What did Amos do first in this story?	76	73	79	73	79	77	77	77	75	70	75	81	76	65	67	
39	Which words tell what this passage is mainly about?	78	77	79	75	80	81	80	76	79	70	79	84	77	80	85	
41	Which group of words tells how something sounds?	73	71	75	69	75	75	77	70	73	66	69	80	71	73	76	
42	The mood or feeling of this story is:	71	68	74	71	74	71	70	63	73	63	69	78	69	81	81	
	OBJECTIVE 3																
3	How could you find out if there is something about Eskimos in a book?	53	54	51	49	52	49	53	57	57	45	54	56	55	48	53	40
4	Which can of dog food contains more protein?	62	62	62	63	61	57	63	61	63	59	56	68	60	67	69	71
5	In a telephone book, you would find Mr. Jones between which names?	62	60	64	64	62	65	60	66	63	57	59	69	61	63	67	65

TABLE 5.2 (continued)

Item #	Description of Item	Percentage of Students Answering Correctly															
		Massachusetts													NAEP		MA 1974-75
		All	Sex		Region						Kind of Community				Nation	Northeast	
			M	F	1	2	3	4	5	6	1	2	3	4			
	OBJECTIVE 3 (continued)																
6	*Map*: By car, Northtown is closer to Rice Lake than to Hope. T or F?	86	85	87	84	89	87	86	87	87	81	87	90	86	79	82	
7	*Map*: You can drive from Northtown to Falls City on Highway 71. T or F?	89	90	88	89	88	93	90	89	89	83	90	93	90	82	82	
8	*Map*: Highway 20 runs on the south side of the Rice River. T or F?	64	66	61	63	61	68	63	66	66	54	65	68	65	52	56	
14	Which of these books is not about people?	64	64	64	65	66	68	63	59	61	59	64	68	62	73	78	74
26	Which of the figures below can be made by 3 crossing lines?	88	86	90	87	90	87	88	87	88	82	88	91	89	89	91	92
31	Which word best describes the TV show listed above?	84	83	85	84	84	86	81	86	84	77	86	88	82			
32	What time of day is the program presented?	66	64	67	65	67	65	67	65	64	61	65	70	63			
33	What will Bob Johnston play in the movie?	48	50	47	44	53	46	49	51	48	39	46	56	47			
35	Which book would be the best to use to learn about windmills?	60	58	61	55	62	66	60	56	63	48	53	67	62	57	67	63
38	On which pages would you find information about earthworms?	77	75	80	74	79	84	77	79	79	66	82	84	77			
	OBJECTIVE 4																
11	Miss Sullivan's teaching method chiefly made use of what?	56	56	57	56	56	53	55	56	60	48	54	63	56	54	58	
19	In the story, what could help the boy and his father now?	90	89	91	90	91	92	90	89	91	85	90	94	90	83	85	

TABLE 5.2 (continued)

Item #	Description of Item	Percentage of Students Answering Correctly														
		Massachusetts												NAEP		MA 1974-75
		All	Sex		Region						Kind of Community				Nation	Northeast	
			M	F	1	2	3	4	5	6	1	2	3	4			
	OBJECTIVE 4 (continued)																
20	What were most of the people in the story probably doing?	75	75	75	75	75	76	75	69	77	65	72	84	74	67	73	
21	What were the people in the story probably wearing?	93	91	94	93	93	92	91	95	92	89	94	95	92	84	89	
23	Which of these sentences tells best what Silky's web was like?	81	79	84	76	85	81	83	76	85	74	83	86	80	74	76	
24	Which of these sentences tells best how Silky felt about flies?	85	82	88	83	88	86	86	83	86	79	85	90	84	78	78	
28	Which of these objects is described in the verse above?	79	77	81	77	83	80	79	74	80	71	76	86	79			
34	Read the poem and indicate who is speaking.	62	60	64	62	63	61	61	65	61	53	63	69	61	56	58	
37	How do you know this story is make-believe?	84	81	87	81	86	88	85	82	84	77	85	88	84	75	80	83
45	If Story 2 ends like Story 1, what would happen next in Story 2?	71	68	74	70	72	69	71	70	74	61	68	81	68	66	69	72
47	Why did Mr. Popper make Captain Cook's home in the refrigerator?	72	69	76	71	76	72	72	68	73	61	70	82	70	67	70	
48	What is generally true about penguins?	66	63	69	65	68	69	67	59	67	53	59	76	66	63	67	

TABLE 5.3

Test Item Performance of Massachusetts 17-Year-Olds by Reporting Group

Item #	Description of Item	Percentage of Students Answering Correctly															
		Massachusetts													NAEP		MA 1974-75
		All	Sex		Region						Kind of Community				Nation	Northeast	
			M	F	1	2	3	4	5	6	1	2	3	4			
	OBJECTIVE 1																
1	If you are walking, which sign tells you what to do?	99	98	99	99	99	100	98	99	99	99	99	99	98			
11	What does the writer tell you about sports cars?	99	99	99	99	99	98	99	99	99	98	97	99	99	99	100	
12	Why do sports cars corner more easily than passenger cars?	93	95	91	90	94	95	94	96	95	89	90	94	96	89	89	94
13	How does the author say that scarlet fever is serious?	97	95	98	97	94	95	98	96	98	97	93	98	96	91	93	
14	The passage begins by telling us:	91	89	92	90	90	96	92	88	91	89	85	92	92	91	93	
23	According to the paragraph, the origins of the word "beat" are:	68	66	70	69	67	76	68	71	66	65	69	69	70	64	65	65
27	Which of these is essential to avoid ivy dermatitis?	79	78	80	75	81	81	80	82	79	76	68	80	83	85	86	89
28	Which of these will soothe the itching from ivy poisoning?	94	92	95	92	95	94	94	96	94	91	92	96	94	85	87	91
29	What should you do if the ivy poisoning affects your eyelids?	86	82	91	84	88	89	85	91	85	84	81	89	86	76	80	84
42	Danger from radioactivity is most likely to occur after:	69	70	68	66	67	75	69	74	72	65	66	73	68	68	68	69
43	The heat of a nuclear air burst can cause skin burns and fires:	83	84	82	80	84	90	84	83	83	78	78	86	83	78	76	77
	OBJECTIVE 2																
2	The title which tells the most about this story is:	72	71	74	71	74	77	72	71	72	69	68	76	70	64	68	69

TABLE 5.3 (continued)

Item #	Description of Item	Percentage of Students Answering Correctly														
		Massachusetts												NAEP		MA 1974-75
		All	Sex		Region						Kind of Community				Nation	Northeast	
			M	F	1	2	3	4	5	6	1	2	3	4			
	OBJECTIVE 2 (continued)																
9	Place the events in a baseball game in the proper order.	96	95	96	95	97	95	95	96	97	94	93	97	96			
15	What should a good farmer understand about nature?	74	75	73	71	74	75	74	75	75	69	70	78	72	70	70	75
16	What does the writer want us to understand about nature?	95	93	96	93	94	96	96	97	95	94	91	95	95	93	94	96
20	What is the main point of the paragraph?	27	26	29	28	23	27	27	37	26	29	27	26	28	27	27	36
22	What does the writer mean by a "fine, neglected novel"?	72	70	74	74	71	73	72	70	71	66	63	77	73	67	69	70
25	How does the writer make this story funny?	80	81	80	80	80	84	83	78	80	76	77	82	82	76	76	76
32	In which order are the following things asked for?	73	70	78	70	75	82	71	75	72	67	64	79	71	75	78	79
33	In the story, what is meant by the "abyss"?	73	71	75	74	73	77	74	74	70	70	69	76	73	80	85	
34	What does the author say about the carefully charted debts?	70	64	75	69	69	77	72	69	67	65	65	74	68	69	75	
35	Which best describes this type of human behavior?	25	23	26	26	23	26	28	19	23	25	22	27	21	26	26	
39	Which paragraph is written from a personal point of view?	68	64	71	66	70	77	67	67	68	61	62	71	71	78	78	75
	OBJECTIVE 3																
3	How could you find out if there is something about Eskimos in a book?	82	79	85	81	85	81	81	83	81	76	82	84	83			
4	Which can of dog food contains more protein?	91	91	90	89	95	93	93	89	87	88	88	93	91			

TABLE 5.3 (continued)

Item #	Description of Item	Percentage of Students Answering Correctly															
		Massachusetts													NAEP		MA 1974-75
		All	Sex		Region						Kind of Community				Nation	Northeast	
			M	F	1	2	3	4	5	6	1	2	3	4			
	OBJECTIVE 3 (continued)																
5	In a telephone book, you would find Mr. Jones between which names?	89	91	88	88	87	93	92	89	90	87	88	89	92			
6	*Map*: By car, Northtown is closer to Rice Lake than to Hope. T or F?	97	96	97	96	98	98	96	97	97	95	97	97	97	95	97	
7	*Map*: You can drive from Northtown to Falls City on Highway 71. T or F?	99	99	98	98	99	98	98	98	99	97	97	99	99	98	99	
8	*Map*: Highway 20 runs on the south side of the Rice River.	89	90	89	84	93	89	91	89	92	85	84	91	92	86	88	
17	Under what heading would you look to locate the reviews of a current movie?	74	74	73	76	71	68	77	71	73	70	70	78	71	62	67	72
18	According to the table of contents, on which page would you find science news?	99	98	99	99	98	98	99	100	99	99	98	99	99	96	98	98
19	Which article would you be most likely to find in this magazine?	72	71	73	75	72	75	71	66	70	67	68	78	68	65	73	73
21	Where would you most likely find this paragraph?	55	54	55	56	56	60	56	47	53	44	52	61	53	67	65	56
30	The maximum amount which this automobile insurance policy pays for medical bills is:	91	89	92	90	91	92	90	94	92	93	90	91	90	88	88	88
31	What is the most this policy pays if you injure another person in an auto accident?	15	18	12	12	17	17	17	16	12	14	9	17	15	19	18	18
36	*Graph*: Most fatal accidents occurred between which hours?	85	87	84	81	89	91	88	88	85	81	79	88	87	74	76	74

TABLE 5.3 (continued)

Item #	Description of Item	Percentage of Students Answering Correctly															
		Massachusetts													NAEP		MA 1974-75
		All	Sex		Region						Kind of Community				Nation	Northeast	
			M	F	1	2	3	4	5	6	1	2	3	4			
	OBJECTIVE 4																
10	Miss Sullivan's teaching method chiefly made use of what?	91	91	91	89	93	92	91	87	93	86	89	93	92	88	87	92
24	Where would you probably see this "Horsepower" sign?	70	78	62	66	74	71	72	67	68	63	65	76	67	76	77	
26	From this passage, we know for certain that:	77	79	76	78	76	83	79	76	76	68	75	80	81	83	81	
37	*Graph:* If bars close at 2 a.m., what may one conclude?	28	25	32	29	26	30	29	31	27	27	29	30	26	27	32	
38	Which statement goes beyond the data in the graph?	48	49	47	45	49	51	48	47	51	42	38	52	50	35	41	
40	Which paragraph shows the author's love of skiing?	59	57	61	57	61	63	52	64	62	54	57	63	57	50	54	
41	The author's problem would have been avoided if he had:	86	82	89	84	85	89	88	89	85	81	83	88	88	91	93	
44	If an object interested him, what would a frangible do?	69	65	72	69	63	80	70	74	69	67	60	72	69	78	80	
45	According to the story, which statement seems to be false?	37	38	37	39	35	40	39	33	37	33	31	43	33	40	43	37

CHAPTER 6

COMPARING MASSACHUSETTS WITH THE NATION AND THE NORTHEAST REGION

Introduction

This chapter compares the performance of Massachusetts 9- and 17-year-old students to the performance of students in the Nation and the Northeast Region of the United States on selected items in Reading. Results for students nationwide and in the Northeast were collected by NAEP and include data only for students who were currently enrolled in school.

Comparative results are available only for those items on the test that were administered to the same age levels in both the NAEP and Massachusetts assessments. There are a total of 42 items for 9-year-olds and 40 items for 17-year-olds for which comparable scores are available from NAEP for students in the Nation and the Northeast. Results on all individual items for which appropriate NAEP data are available for comparison purposes are presented in Appendix F. Included in that appendix are the appropriate achievement scores (P-values) and their associated standard errors for students in Massachusetts, the Nation, and the Northeast (along with their respective Massachusetts and NAEP item numbers). Statistically significant differences between Massachusetts and NAEP performances are also designated for individual items.

Interpretation of Results

Certain differences existed between the Massachusetts and NAEP assessments that bear on the interpretation of results. First, no paced audiotapes were used for test administration in Massachusetts; NAEP uses paced audiotapes for test directions and for every test item. Further, NAEP tests 9-year-olds in January and February and 17-year-olds in March and April, while Massachusetts tested both ages in February and March. There is no conclusive evidence as to the impact of these differences on achievement.

Summary of Results

Figures 6.1 and 6.2 show the average percentage of NAEP test items answered correctly for each objective by students in Massachusetts, the Nation, and the Northeast at the two respective age levels. The Northeast Region is defined by NAEP as including Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, New York, New Jersey, Washington D.C., Pennsylvania, and Maryland.

Comparisons with the Nation. Overall, Massachusetts 9-year-olds outscored their counterparts nationwide by four to six percentage points on two of the four objectives, Analyzing What Is Read and Reasoning Logically from What Is Read. They scored at about the same level on the remaining two objectives. The scores of Massachusetts 17-year-olds were about 3% higher than the scores of students nationwide on Comprehending What Is Read and Using What Is Read; they scored at about the same level as their national counterparts on the other two objectives.

FIGURE 6.1

Comparing Massachusetts, the Nation, and the Northeast by Objective--9-Year-Olds

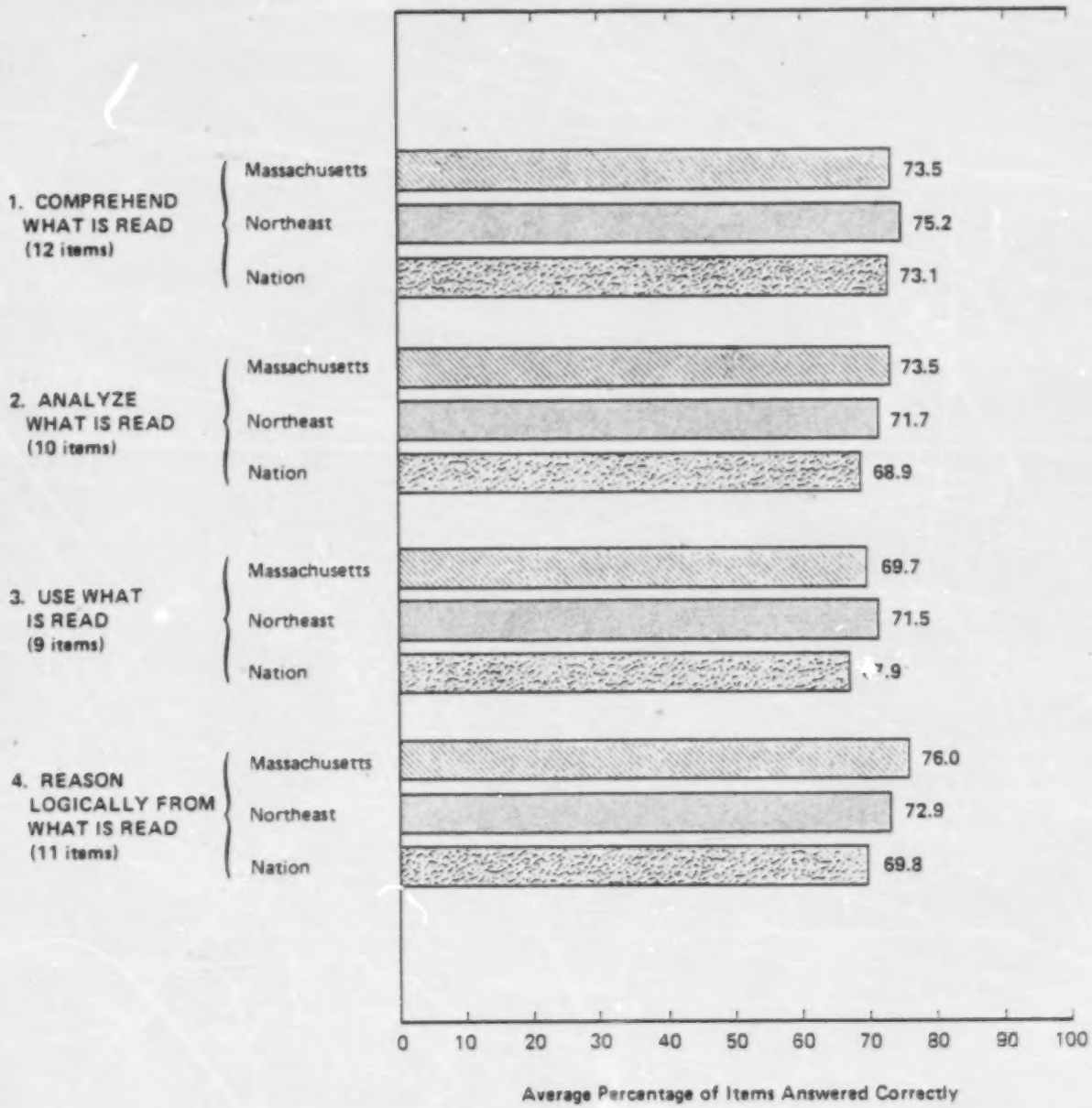
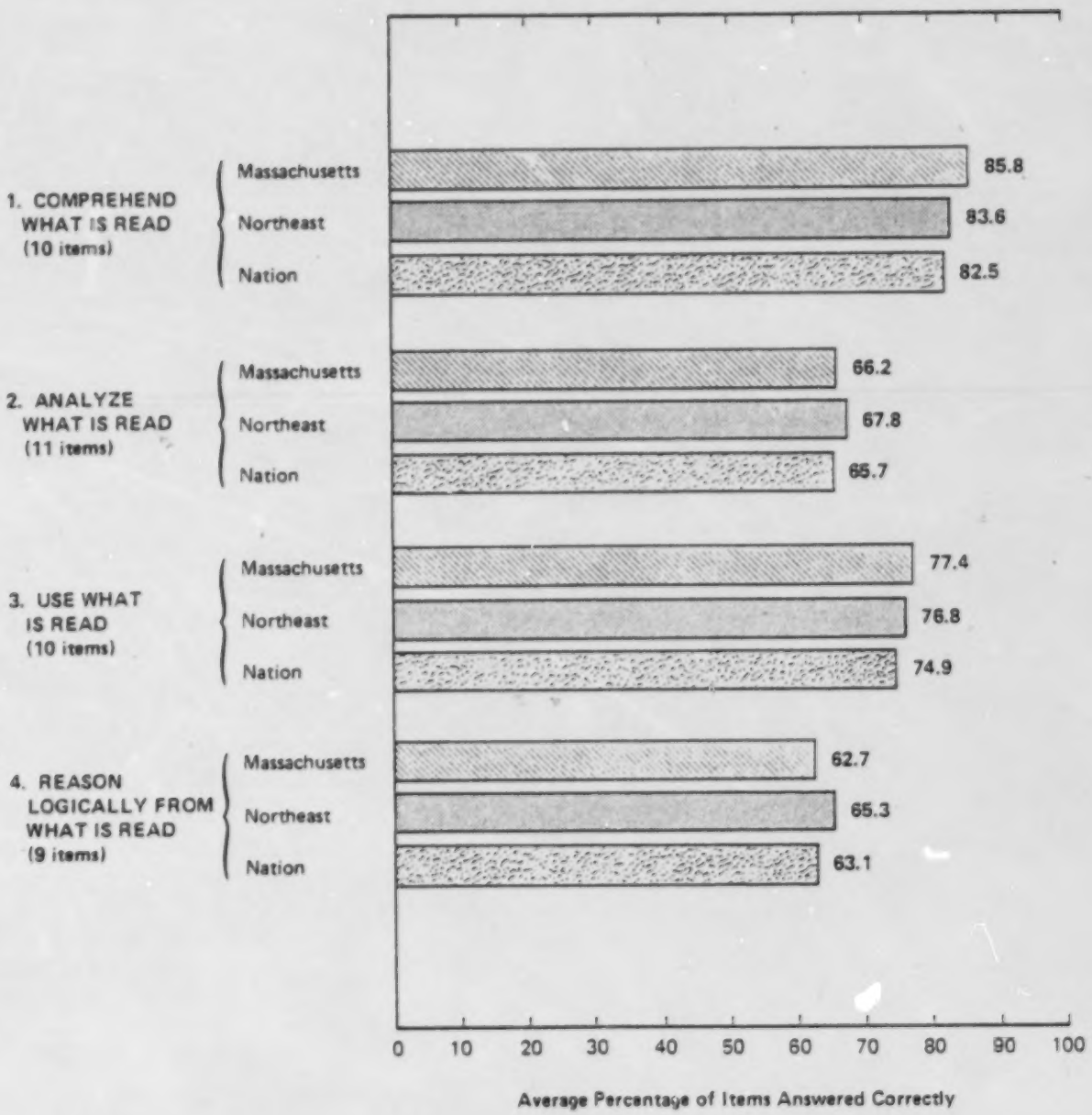


FIGURE 6.2

Comparing Massachusetts, the Nation, and the Northeast by Objective—17-Year-Olds



Comparisons with the Northeast. Because the Northeast traditionally outscores the Nation, the scores of students in the Northeast are a better standard against which to judge the performance of Massachusetts students. In general, students at both age levels scored comparably with their counterparts in the Northeast Region. The scores of Massachusetts 9-year-olds were within 2% of Northeast scores on three of the four objectives; only on Reasoning Logically from What Is Read did they score 3% *higher* than their Northeast counterparts. The same was true at the 17-year-old level, except that on the latter objective, Massachusetts students scored almost 3% *below* 17-year-olds in the Northeast.

Overview. In general, the relative performance of Massachusetts 9-year-olds was slightly stronger than that of 17-year-olds. In addition, the achievement of both age levels was comparable to that in the Nation and the Northeast.

CHAPTER 7

YEAR-TO-YEAR COMPARISONS

Introduction

This chapter compares the performance of Massachusetts students this year to the performance of those students who were administered tests in Reading during the 1974-75 assessment. A total of 13 items for 9-year-olds and 24 items for 17-year-olds in this year's assessment were identical to items on the tests for the appropriate age level in the previous assessment, and comparisons are available only for these items.

Data Analysis

Table 7.1 presents the average percentage of items answered correctly by Massachusetts students in the two assessment years. Results are presented for common items matched to each objective, and for all common items, regardless of the matching objective. Tests of significance were not performed on these results due to the unavailability of standard errors for the 1974-75 data.

Summary of Results

Performance on individual items varied according to item, such that students this year performed above, below, or the same as students in the previous assessment. Results on individual test items may be found in Tables 5.2 and 5.3. On the average, however, students scored at about the same level as their counterparts in the 1974-75 Massachusetts assessment.

TABLE 7.1

Year-to-Year Comparisons by Objective of Items Administered in Massachusetts in Both 1977-78 and 1974-75

Objective	Percentage of Items Answered Correctly	
	1977-78	1974-75
9-YEAR-OLDS:		
1. Comprehend what is read (4 items)	84.0	86.3
2. Analyze what is read (1 item)	41.0	23.0
3. Use what is read (6 items)	64.8	68.8
4. Reason logically from what is read (2 items)	77.5	77.5
ALL 13 COMMON ITEMS	*70.8*	*72.0*
17-YEAR-OLDS:		
1. Comprehend what is read (7 items)	81.7	81.3
2. Analyze what is read (8 items)	70.1	72.0
3. Use what is read (7 items)	70.1	68.4
4. Reason logically from what is read (2 items)	64.0	64.5
ALL 24 COMMON ITEMS	*73.1*	*73.0*

Nine-year-olds this year scored within four percentage points of 9-year-olds in the earlier assessment on each objective except Objective 2, Analyze What Is Read, on which students this year outscored those in 1974-75 by 18%. However, there was only one item (#2) matched to this objective available for year-to-year comparison purposes. Seventeen-year-olds this year scored within two percentage points of those in 1974-75 on each of the four objectives.

Because testing took place earlier in the school year during the 1974-75 assessment (from October through January rather than during February and March), the sample composition for the two assessments was slightly different at the 9-year-old level and quite different among 17-year-olds. In the 1974-75 assessment, a larger proportion of the 9-year-old sample were fifth-graders than in the current year (9% of the sample in 1974-75 compared to 1% in 1977-78).

At the 17-year-old level, many more of the students were in the twelfth grade during the earlier assessment (83% of the sample in 1974-75 compared to only 30% in 1977-78). In other words, in the 1974-75 assessment the typical 17-year-old student was a twelfth-grader tested early in the school year, while in 1977-78 the typical 17-year-old was an eleventh-grader tested in the middle of the school year. The fact that students this year performed about the same as those tested in 1974-75 is therefore cast in a more favorable light.

CHAPTER 8

ACHIEVEMENT RESULTS FOR REPORTING GROUPS

Introduction

The purpose of this chapter is to relate achievement on the test to various school and student characteristics. To this end, school information was solicited from the principals of each participating school and matched to the scores of students tested within the school. In addition, students were administered a questionnaire which requested information on their demographic characteristics, their reading habits and attitudes, the nature of their schoolwork, their perceptions of school, their future plans, and the nature of student-parent interactions. The student and school variables, as well as region and kind of community, represented the pool of potential reporting variables.

The selection of reporting variables from the pool was accomplished on the basis of two criteria: (1) a significant statistical relationship to achievement and (2) meaningfulness and importance to Massachusetts decision makers. A total of 14 variables were selected to define reporting groups. Each selected variable is defined by several reporting categories, and each category represents a group of students.

This chapter examines the test performance of Massachusetts students in each of the reporting groups and compares the performance of each group to that of the population as a whole.

Data Analysis

Achievement, in terms of mean total test scores, of each of the reporting groups is compared to the achievement of all students at the appropriate age level. Mean total test score represents the average percentage of items answered correctly on the entire test (i.e., across all four objectives). This is the most statistically reliable measure for use in these comparisons, since it is derived from the largest number of items (i.e., all test items).

The achievement scores of the reporting groups of particular interest are discussed in the narrative below. Appendix G contains complete analyses of *all* reporting groups, not only on the basis of total test score, but also on each of the four objective scores. The percentage of individuals in each reporting group is provided in Chapter 9 (for students) and Chapter 10 (for principals).

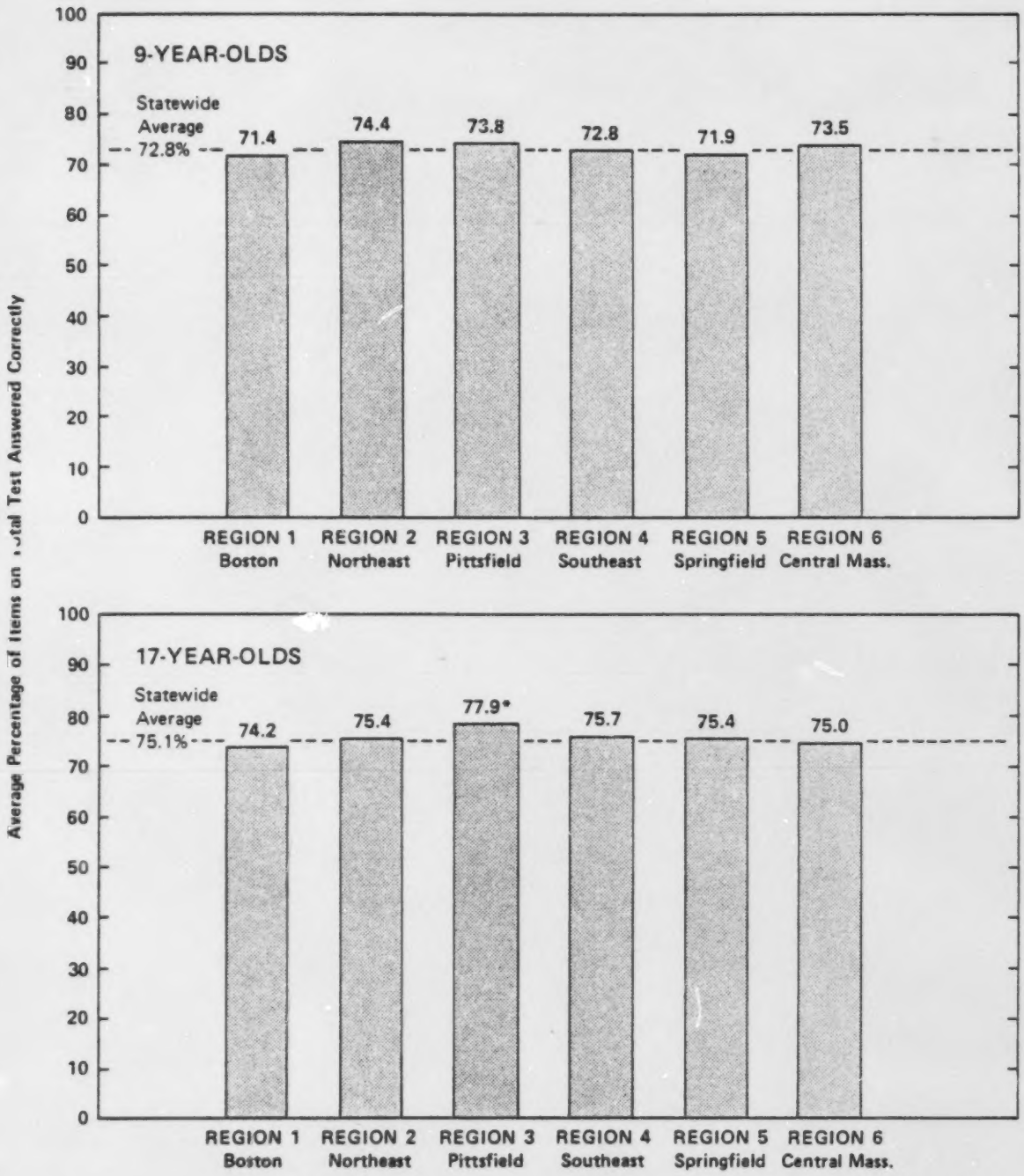
The differences between groups described in this chapter are those that were significant at the .05 level of confidence. The reader is referred to the section on "Interpretive Issues" in Chapter 4 for cautionary statements regarding inferences drawn from these results. While differences between groups may be *statistically significant*, they may be too small to be educationally meaningful. What is educationally meaningful depends on the reader's judgment about the practical implications of given differences in scores.

Results by Region and Kind of Community

Average achievement. Figures 8.1 and 8.2 display *average performance* by region and kind of community, respectively. At both age levels, Big-City

FIGURE 8.1

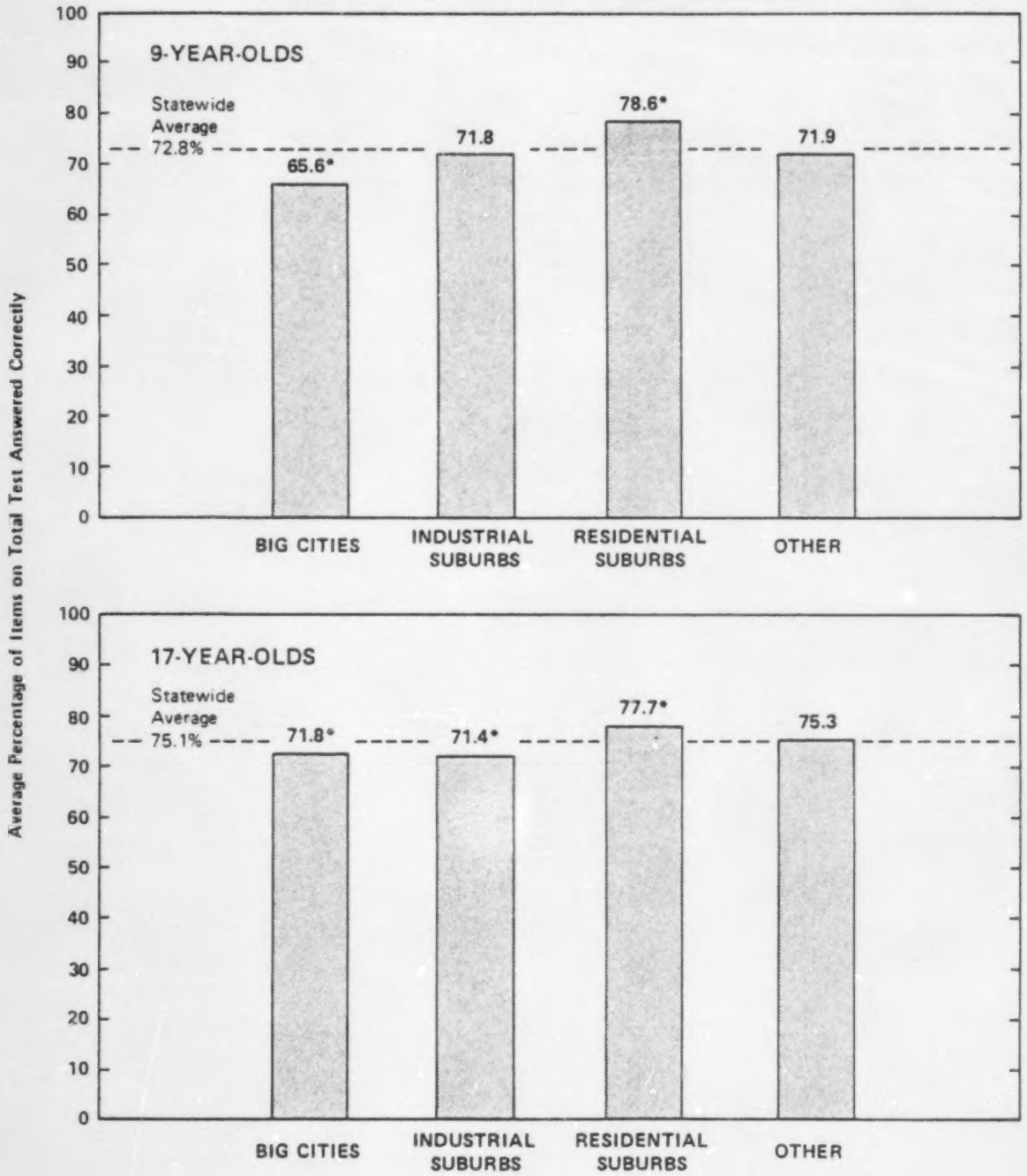
Achievemeny on Total Test by Region



*represents statistically significant difference between Region and Statewide Average

FIGURE 8.2

Achievement on Total Test by Kind of Community



*represents statistically significant difference between Kind of Community and Statewide Average

students performed from 3% to 7% below the statewide average, while students in Residential Suburbs exceeded the statewide average by 3% to 6%. Students in Industrial Suburbs scored at about the same level as students statewide at the 9-year-old level, but 4% below the state at the 17-year-old level. The scores of students in Other Communities did not differ significantly from statewide scores at either age level.

At both age levels, differences between respective regions and the state average were generally very small. The only exception was found in Region 3, the Pittsfield Region, where 17-year-olds outperformed students statewide by a small but statistically significant margin. The reader is reminded that each of the regions comprises a fairly large area, as shown on the map on page 7. For example, Region 1 consists of many communities outside of Greater Boston.

Distribution of responses. Tables 8.3 and 8.4 display the *distribution of percent correct* across the state and in each region and kind of community. Examination of Table 8.3 shows that across the state and in each region, slightly under half of the 9-year-olds answered correctly over 80% of all items on the test, while very few answered correctly fewer than 41% of the items. About a third of the students answered correctly between 61% and 80% of the items. Differences in the distribution of responses in the four kinds of communities are revealed most clearly by examining the percentage of students receiving achievement scores in the highest category. Fifty-seven percent of 9-year-olds in Residential Suburbs answered correctly over 80% of all test items, compared to only 30% of Big-City students who scored in this category.

TABLE 8.3

Distribution of Total Test Score by Reporting Group
for Massachusetts 9-Year-Olds

Reporting Group	Percentage of Students with Achievement Scores in the Following Ranges:				
	0-20%	21-40%	41-60%	61-80%	81-100%
ALL STUDENTS	*1*	*8*	*16*	*33*	*44*
REGION:					
1. Boston	2	8	16	31	44
2. Northeast	1	6	14	33	47
3. Pittsfield	2	5	14	34	45
4. Southeast	2	5	17	35	42
5. Springfield	1	8	18	31	43
6. Central Mass.	1	6	15	38	42
KIND OF COMMUNITY:					
1. Big Cities	3	13	21	34	30
2. Industrial Suburbs	1	5	16	36	42
3. Residential Suburbs	0	3	10	29	57
4. Other Communities	1	6	18	37	39

TABLE 8.4

Distribution of Total Test Score by Reporting Group
for Massachusetts 17-Year-Olds

Reporting Group	Percentage of Students with Achievement Scores in the Following Ranges:				
	0-20%	21-40%	41-60%	61-80%	81-100%
ALL STUDENTS	*0*	*2*	*13*	*45*	*40*
REGION:					
1. Boston	0	3	16	41	40
2. Northeast	0	1	12	48	38
3. Pittsfield	1	2	6	48	44
4. Southeast	0	1	13	40	45
5. Springfield	1	1	12	49	38
6. Central Mass.	0	2	12	48	38
KIND OF COMMUNITY:					
1. Big Cities	1	1	22	46	31
2. Industrial Suburbs	0	5	16	48	31
3. Residential Suburbs	0	1	10	41	48
4. Other Communities	0	2	11	50	39

Examination of Table 8.4 reveals that among 17-year-olds, the large majority of students answered correctly more than 60% of all test items. Across the six regions, between 41% and 49% of 17-year-olds scored between 61% and 80%, while 38% to 45% scored over 80%. Students in Residential Suburbs were more likely to receive scores in the highest category than students in either Big Cities or Industrial Suburbs.

Profile of Big Cities versus Residential Suburbs. In light of the findings of substantial achievement differences between students in Big Cities and Residential Suburbs, a special profile of the characteristics of students and schools in Big Cities was developed. The reader is directed to Chapter 10, page 93 for a review of this profile which is based on student and principal questionnaire responses.

Results for Additional Reporting Variables

The average performance of each of the additional policy-relevant reporting groups defined by questionnaire responses are presented in Table 8.5.

Sex of student. At the 9-year-old level, females performed slightly above the statewide average, while males performed slightly below the statewide average. At the 17-year-old level, the achievement scores for each sex did not differ significantly from the statewide average.

Attitude toward school. There was a general trend at each age level for performance to improve as the student's reported attitude toward school

TABLE 8.5

Achievement by Student and Principal
Questionnaire Reporting Groups

Reporting Group	Average Percentage of Items on Total Test Answered Correctly	
	9-Year-Olds	17-Year-Olds
ALL STUDENTS STATEWIDE	*73*	*75*
SEX:		
Male	71*	74
Female	74*	76
HOW DO YOU FEEL ABOUT SCHOOL?		
I don't like it at all	65*	70*
Mostly, I don't like it	73	71*
School is OK	73	73*
Mostly, I like it	78*	78*
I like it a lot	68*	78
HOW DO YOU LIKE YOUR READING CLASSES?**		
Don't like them very much	69*	
They're OK	74*	
Like them a lot	72	
HOW MUCH DO YOU LIKE READING?**		
Don't like it very much		68*
It's OK		73*
Like it a lot		82*

* Represents statistically significant difference in score between students who selected this response and statewide average.
** Question asked of only one age group.

TABLE 8.5 (continued)

Reporting Group	Average Percentage of Items on Total Test Answered Correctly	
	9-Year-Olds	17-Year-Olds
HOW OFTEN DO YOU READ OUTSIDE SCHOOL FOR PLEASURE?		
Hardly ever	66*	70*
Once or twice a month	75	74*
Once or twice a week	74*	76*
Almost every day	76*	79*
HOW OFTEN DO YOU SEE ONE OR BOTH OF YOUR PARENTS READING?		
Hardly ever	58*	69*
Once or twice a month	64*	71*
Once or twice a week	70*	72*
Almost every day	74*	76*
DO YOU FEEL THAT YOUR SCHOOL DID A GOOD JOB IN TEACHING YOU TO READ?**		
Yes		76*
No		72*
HOW MUCH DO YOUR PARENTS WANT YOU TO GO TO SCHOOL OR COLLEGE AFTER HIGH SCHOOL?**		
Hardly at all		65*
Only a little		70*
Quite a bit		74
A lot		79*

* Represents statistically significant difference in score between students who selected this response and statewide average.
** Question asked of only one age group.

TABLE 8.5 (continued)

Reporting Group	Average Percentage of Items on Total Test Answered Correctly	
	9-Year-Olds	17-Year-Olds
WHAT ARE YOUR PLANS AFTER HIGH SCHOOL?**		
Full-time job or armed services		67*
Full-time job and night school		73*
Specialized training (nursing, technical, business schools, etc.)		71*
2-year or community college		74
4-year college		82*
Haven't decided		70*
IN WHICH TYPE OF PROGRAM OR CURRICULUM ARE YOU NOW ENROLLED?**		
General		71*
Vocational		68*
College-bound		81*
Business or commercial		69*
Don't know		62*
IS YOUR SCHOOL AN ESEA TITLE I SCHOOL?†		
Yes	71*	76
No	76*	76
FIRST QUARTER ATTENDANCE.†		
Low	70	74
High	75*	78*
SECOND QUARTER ATTENDANCE.†		
Low	70*	74
High	76*	77*

* Represents statistically significant difference in score between students who selected this response and statewide average.
** Question asked of only one age group.
† Principal Questionnaire item.

became more positive. Those who "strongly dislike" school performed 5-8% below the state average.

Reading habits and attitudes

- 9-year-olds' attitude toward reading classes: Nine-year-olds who indicated that they "don't like their reading classes very much" scored 4% below the statewide average, while those who reported that their reading classes were "OK" outperformed the state by a small but statistically significant margin (1%).
- 17-year-olds' attitude toward reading: Achievement scores increased as the attitudes of 17-year-old students toward reading became more positive. Those students who reported that they "did not like reading very much" or who described reading as "OK" performed from 2% to 7% below the state, while those who reported that they liked reading "a lot" outperformed the state by 7%.
- Reading outside of school: There was a general trend for achievement scores to be higher as the frequency of reported recreational reading increased. Students at both age levels who reported that they "hardly ever" read outside of school for pleasure scored up to 7% below the statewide average, while those who replied that they read for pleasure "almost every day" outperformed the state by up to 4%.
- Frequency of reading by parents: There was also a general trend for achievement scores to be higher among students who reported that their parents frequently read books, magazines, or newspapers.

Students who reported that they "hardly ever" see their parents reading scored well below the statewide average (15% and 6% below for 9- and 17-year-olds, respectively), while students of both age groups who reported seeing their parents reading "almost every day" outscored the state by 1%.

- Evaluation of reading instruction: Among 17-year-olds, those who felt that their school "did a good job in teaching them to read" scored 4% higher than those who did not feel this way.

Educational plans

- Parental encouragement to continue schooling: Among 17-year-olds, there was a strong tendency for performance to improve with the increased emphasis placed by parents on postsecondary education. Students whose parents wanted them to continue schooling after high school "only a little" or "hardly at all" scored below the statewide average by 5-10%, while students whose parents encouraged them "a lot" scored higher than the state by 4%.

- Post-high-school plans: Among 17-year-olds, students who reported that they plan to attend a four-year college scored 7% higher than the statewide average, while those who plan on a full-time job, combining school with a full-time job, or getting specialized training scored 2-8% lower than students statewide.

- Present high school program: At the 17-year-old level, students who indicated that they were enrolled in a college-bound program

scored 6% higher than the statewide average, while students who said they were enrolled in a general, vocational, or business program scored 4-7% lower than the statewide average.

Principal questionnaire variables

- School participation in ESEA Title I program: At the 9-year-old level only, students in schools which receive ESEA Title I funds performed slightly below while those in non-Title I schools scored slightly above the state average. At the 17-year-old level, both of these groups scored at about the statewide average.
- School attendance: At both age levels, students in schools whose principals reported high attendance rates in the first and second quarters tended to outperform students statewide by up to 3%.

CHAPTER 9

RESULTS OF THE STUDENT QUESTIONNAIRE

Introduction

The purpose of this chapter is to summarize the responses of 9- and 17-year-old Massachusetts students to each item on the student questionnaires. The questionnaires for the two age groups appear in Appendix B. They are similar except for three questions which were asked of 17-year-olds but not of 9-year-olds. The purpose of administering these questionnaires was to identify factors about students and their home and school lives that might be related to achievement. Results on the relationships that were observed are presented in Chapter 8.

Summaries of questionnaire responses are provided for all students within each grade and for students in each region and in each kind of community. The data reported are the percentages of students in each group selecting each response to each questionnaire item.

The data summaries are presented for all questionnaire items in Table 9.1 for 9-year-olds, and in Table 9.2 for 17-year-olds. The narrative that accompanies the tables highlights only the most policy-relevant of these results. The narrative is organized by questionnaire item and presents for each one a summary of responses by all students at each age level.

The reader is directed to Chapter 10, page 93 for a profile describing differences between students and schools in Big Cities versus Residential Suburbs.

TABLE 9.1

Crosstabulations of Student Questionnaire Results (9-Year-Olds)
by Region and Kind of Community, Reported in Percentages

Questionnaire Item	Total	Region						Kind of Community			
		1	2	3	4	5	6	1	2	3	4
SEX OF THE STUDENT:											
Male	49	51	46	46	51	46	51	49	50	49	50
Female	51	49	54	54	49	54	49	51	50	51	50
GRADE OF THE STUDENT:											
2nd grade	0	1	0	0	0	0	0	1	0	0	0
3rd grade	11	19	8	7	11	4	5	21	5	10	6
4th grade	88	78	91	92	89	92	94	77	92	89	92
5th grade	1	2	1	1	1	4	1	1	3	1	1
HOW DO YOU FEEL ABOUT SCHOOL?											
I don't like it at all	5	7	4	4	4	5	7	4	5	5	6
Mostly, I don't like it	15	13	13	15	18	15	15	11	15	15	17
School is OK	27	27	27	25	24	30	27	24	32	27	25
Mostly, I like it	28	28	28	30	26	26	32	22	27	34	27
I like it a lot	26	25	29	27	28	23	20	39	22	19	24
HOW DO YOU LIKE YOUR READING CLASSES?											
Don't like them	7	7	5	7	8	7	7	4	7	9	7
They're OK	54	54	53	57	50	60	58	50	54	58	54
Like them a lot	39	39	42	36	42	34	35	46	40	33	40
HOW OFTEN DO YOU READ OUTSIDE OF SCHOOL FOR PLEASURE?											
Hardly ever	23	23	20	21	26	26	24	27	21	20	25
Once or twice a month	10	10	9	10	9	10	10	8	12	10	10
Once or twice a week	27	27	27	24	27	28	25	26	27	27	26
Almost every day	41	41	44	45	38	37	41	38	40	44	40

TABLE 9.1 (continued)

Questionnaire Item	Total	Region						Kind of Community			
		1	2	3	4	5	6	1	2	3	4
HOW OFTEN DO YOU SEE ONE OR BOTH OF YOUR PARENTS READING?											
Hardly ever	5	4	5	3	5	3	6	5	4	4	5
Once or twice a month	2	2	3	1	3	1	2	3	2	1	3
Once or twice a week	12	16	12	9	11	9	10	13	14	12	11
Almost every day	81	78	81	87	82	86	83	79	80	83	81
IN YOUR SPARE TIME AT HOME, YOUR PARENTS:											
Don't care whether you read or not	16	11	14	16	20	22	19	15	18	11	22
Sometimes suggest that you read	50	47	55	50	48	42	53	46	45	55	47
Encourage you to read often	34	43	31	35	32	35	28	38	37	34	31
HOW MUCH ARE YOUR PARENTS INVOLVED IN YOUR SCHOOLWORK?											
Hardly at all	7	7	5	7	7	8	9	7	9	5	8
Only a little	18	18	21	13	14	21	18	18	19	17	19
Quite a bit	33	32	36	37	28	32	36	28	31	36	33
A lot	42	43	38	43	51	39	37	47	42	41	40
DO YOUR TEACHERS SPEND ENOUGH TIME WITH YOU ON READING?											
Yes	94	94	93	97	95	93	92	94	96	92	94
No	6	6	7	3	5	7	8	6	4	8	6
HOW OFTEN ARE YOU ASSIGNED PRACTICE WORK?											
Almost every day	35	44	33	28	34	29	27	37	47	31	42
Once or twice a week	46	39	53	54	39	52	53	38	45	50	49
Once or twice a month	19	17	13	18	27	19	20	24	8	19	19

TABLE 9.1 (continued)

Questionnaire Item	Total	Region						Kind of Community			
		1	2	3	4	5	6	1	2	3	4
HOW OFTEN ARE YOU ASSIGNED READING HOMEWORK?											
Almost every day	30	31	32	34	24	31	31	37	38	26	26
Once or twice a week	36	37	32	36	37	42	36	33	35	35	40
Once or twice a month	34	32	35	30	39	26	33	29	26	39	34
HOW OFTEN ARE YOU ASSIGNED WRITING HOMEWORK?											
Almost every day	8	8	11	12	6	8	8	11	7	7	8
Once or twice a week	30	32	30	25	26	36	32	31	30	27	34
Once or twice a month	61	60	58	62	68	56	60	56	63	66	58
HOW OFTEN ARE YOU ASSIGNED PROJECTS YOU DO ON YOUR OWN?											
Almost every day	9	9	11	11	7	11	8	10	11	7	9
Once or twice a week	27	28	26	31	21	31	33	29	27	26	27
Once or twice a month	63	63	63	59	73	57	59	59	62	66	64
FAMILY OCCUPATIONAL STATUS:											
High	46	48	47	50	41	44	47	35	43	55	45
Medium	27	26	26	27	30	29	24	26	24	24	33
Low	10	9	9	11	12	10	10	13	10	7	10
Unknown	15	15	15	10	13	14	18	21	20	13	10
None	3	2	3	2	5	2	2	6	3	1	2

TABLE 9.2

Crosstabulations of Student Questionnaire Results (17-Year-Olds)
by Region and Kind of Community, Reported in Percentages

Questionnaire Item	Total	Region						Kind of Community			
		1	2	3	4	5	6	1	2	3	4
SEX OF THE STUDENT											
Male	47	46	52	40	52	38	47	45	44	50	47
Female	53	54	48	60	48	61	53	55	55	50	53
GRADE OF THE STUDENT											
8th grade	0	0	0	0	0	1	0	0	0	0	0
9th grade	0	1	0	1	1	0	1	1	0	0	0
10th grade	8	10	8	8	7	9	6	13	11	7	5
11th grade	61	56	69	66	56	69	59	60	64	64	56
12th grade	30	33	23	26	36	21	34	26	25	29	39
HOW DO YOU FEEL ABOUT SCHOOL?											
I don't like it at all	6	7	7	5	4	4	7	4	6	6	7
Mostly, I don't like it	14	15	14	16	14	12	13	12	15	14	14
School is OK	31	30	31	31	33	29	30	30	34	30	32
Mostly, I like it	44	41	44	45	43	49	44	46	41	45	41
I like it a lot	6	7	4	3	6	6	6	8	5	5	6
HOW MUCH DO YOU LIKE READING?											
Don't like it	16	14	19	16	15	11	18	14	14	17	17
It's OK	53	54	50	49	53	56	52	56	59	50	52
Like it a lot	32	31	31	34	33	33	31	30	27	33	31
HOW OFTEN DO YOU READ OUTSIDE OF SCHOOL FOR PLEASURE?											
Hardly ever	22	21	27	20	18	17	24	18	22	24	21
Once or twice a month	21	21	22	20	16	14	27	21	22	20	22
Once or twice a week	24	26	22	25	24	24	23	26	26	24	22
Almost every day	34	32	29	36	42	45	26	35	30	33	36

TABLE 9.2 (continued)

Questionnaire Item	Total	Region						Kind of Community			
		1	2	3	4	5	6	1	2	3	4
HOW OFTEN DO YOU SEE ONE OR BOTH OF YOUR PARENTS READING?											
Hardly ever	3	4	2	3	4	4	3	6	4	2	3
Once or twice a month	3	4	3	1	1	2	3	3	5	2	3
Once or twice a week	11	13	11	7	11	14	8	11	13	12	8
Almost every day	83	79	85	90	84	81	86	80	78	83	89
IN YOUR SPARE TIME YOUR PARENTS:											
Don't care whether you read or not	31	25	30	29	38	36	36	26	29	28	44
Sometimes suggest that you read	46	49	45	45	41	49	43	49	49	48	38
Encourage you to read often	22	26	23	26	21	15	21	25	22	23	19
HOW MUCH ARE YOUR PARENTS INVOLVED IN YOUR SCHOOLWORK?											
Hardly at all	10	8	8	8	11	17	13	10	10	9	14
Only a little	29	24	31	31	31	29	33	30	30	28	30
Quite a bit	40	45	40	40	37	33	38	38	39	43	37
A lot	21	23	21	21	20	21	16	22	21	20	19
DID YOUR SCHOOL DO A GOOD JOB IN TEACHING YOU TO READ?											
Yes	75	73	77	78	76	80	71	75	77	77	72
No	25	26	23	21	24	20	29	25	22	23	28
HOW OFTEN ARE YOU ASSIGNED DRILL WORK?											
Almost every day	48	51	47	46	48	53	42	45	44	53	44
Once or twice a week	25	25	21	31	23	32	28	30	29	22	24
Once or twice a month	27	23	32	23	29	14	30	25	26	25	32

TABLE 9.2 (continued)

Questionnaire Item	Total	Region						Kind of Community			
		1	2	3	4	5	6	1	2	3	4
HOW OFTEN ARE YOU ASSIGNED READING HOMEWORK?											
Once or twice a month	20	21	21	12	19	16	23	24	29	18	17
Once or twice a week	39	38	39	45	40	41	36	38	42	39	38
Almost every day	41	40	40	44	41	42	41	37	29	43	46
HOW OFTEN ARE YOU ASSIGNED WRITING HOMEWORK?											
Once or twice a month	59	56	59	62	51	59	69	60	67	57	57
Once or twice a week	35	37	36	36	39	35	23	32	28	38	34
Almost every day	7	7	5	3	10	6	7	8	5	5	9
HOW OFTEN ARE YOU ASSIGNED PROJECTS YOU DO ON YOUR OWN?											
Once or twice a month	72	74	70	74	67	71	77	67	76	74	71
Once or twice a week	21	20	24	21	25	20	16	25	29	20	21
Almost every day	7	6	6	5	8	9	7	8	5	6	8
FAMILY OCCUPATIONAL STATUS:											
High	53	49	56	54	52	51	59	45	41	59	55
Medium	31	32	29	36	32	33	27	30	38	29	31
Low	8	7	7	9	9	11	7	10	12	6	8
Unknown	5	7	6	2	8	2	5	7	4	5	4
None	3	5	3	1	5	3	2	8	5	2	2
TO WHAT EXTENT DO YOUR PARENTS WANT YOU TO GO TO SCHOOL OR COLLEGE AFTER HIGH SCHOOL?											
Hardly at all	7	5	8	6	8	6	7	8	9	6	7
A little	12	11	8	19	11	19	15	12	17	9	15
Quite a bit	35	30	42	33	36	33	32	32	30	37	34
A lot	46	54	42	42	45	42	45	47	44	48	43

TABLE 9.2 (continued)

Questionnaire Item	Total	Region						Kind of Community			
		1	2	3	4	5	6	1	2	3	4
WHAT ARE YOUR PLANS AFTER HIGH SCHOOL?											
Full-time job or enlist in armed services	11	7	11	16	14	15	12	14	12	8	14
Full-time job and school	6	5	6	2	7	4	9	5	7	6	6
Special training (nursing, technical, business school, etc.)	11	10	11	10	11	12	12	13	13	10	9
2-year college	10	6	11	12	11	16	17	9	7	10	13
4-year college	40	48	40	39	37	32	36	37	34	47	34
Haven't decided	21	23	21	22	18	19	19	20	16	19	22
WHICH BEST DESCRIBES THE PROGRAM IN WHICH YOU ARE NOW ENROLLED?											
General	13	11	12	14	11	14	22	8	12	14	18
Vocational	10	7	13	4	15	10	9	14	12	12	3
College-bound	54	58	55	57	54	51	48	53	46	58	51
Business or commercial	16	17	15	19	14	20	15	18	26	10	20
Don't know	6	6	5	6	6	4	7	5	4	6	7

Summary of Results

Attitude toward school. About half of the students at each age level reported "liking" or "strongly liking" school, while about 20% reported that they "dislike" or "strongly dislike" school, and about 30% reported feeling that "school is O.K."

Reading habits and attitudes

- 9-year-olds' attitude toward reading classes: Only 7% of the 9-year-olds indicated that they "did not like their reading classes very much," while 39% reported that they liked them "a lot".
- 17-year-olds' attitude toward reading: Twice as many 17-year-old students reported that they like reading "a lot" (32%) as those who indicated that they "did not like it very much" (16%).
- Reading outside of school: About 23% of all students reported that they "hardly ever" read outside of school, while 68% of the 9-year-olds and 58% of the 17-year-olds indicated that they read for pleasure "once or twice a week" or "almost every day".
- Frequency of reading by parents: Only a small percentage (about 7%) of all students indicated that they see their parents reading "hardly ever" or "once or twice a month." About 82% of the students reported seeing their parents reading "almost every day."
- Parental encouragement of recreational reading: About twice as many 17-year-olds (31%) as 9-year-olds (16%) indicated that their parents "do not care" whether the students read in their spare time.

About 34% of the 9-year-olds indicated that their parents "encourage them to read as much as possible," as compared to 22% of the 17-year-olds who answered in this way.

- Parental involvement in schoolwork: Twice as many 9-year-olds (42%) as 17-year-olds (21%) indicated that their parents were involved in their schoolwork "a lot." Thirty-nine percent of the 17-year-olds and 25% of the 9-year-olds replied that their parents were involved in their schoolwork "only a little" or "hardly at all."

- Time spent teaching reading: Almost all (94%) of the 9-year-olds replied that they felt that their teachers spend enough time with them so that they could learn to read well.

- Evaluation of reading instruction: Seventy-five percent of the 17-year-olds felt that their school "did a good job teaching them to read."

Frequency of homework. Thirty-five percent of the 9-year-olds reported that they receive "practice work" as homework (e.g., practicing spelling words) "almost every day," while 48% of 17-year-olds reported that they receive "drill work" as homework "almost every day." Additionally, 30% of 9-year-olds and 41% of 17-year-olds reported that they are given reading assignments as homework "almost every day." Similarly large proportions of students reported receiving these types of homework "once or twice a week."

Educational plans

- Parental encouragement to continue schooling: Nineteen percent of the 17-year-olds reported that their parents wanted them to continue their education after high school "only a little" or "hardly at all," compared to 81% whose parents encourage them "quite a bit" or "a lot."

- Post-high-school plans: Forty percent of the 17-year-olds plan to attend four-year college, while 6-11% plan on obtaining a full-time job, combining job and school, getting specialized training, or attending a two-year college. Further, 21% of 17-year-olds have not yet decided on post-high-school plans.

- Present high school program: Just over half of the 17-year-olds (54%) reported that they were in college-bound programs, and from 10% to 16% of the students indicated that they were enrolled in either a general, vocational, or business program. About 6% of the students indicated that they did not know the type of program in which they were enrolled.

CHAPTER 10

RESULTS OF THE PRINCIPAL QUESTIONNAIRE

Introduction

The questionnaire administered to principals of all participating schools collected information on school variables that might bear a relationship to achievement (see Chapter 8). However, the responses of the principals to the questionnaire items are interesting in and of themselves as a general characterization of the schools in which testing occurred.

The questionnaires for principals of 9- 17-year-old students were similar but not identical. Copies of the principal questionnaire appear in Appendix C. The data are given as the percentage of principals of each age level selecting each response to each questionnaire item. The results for all principal questionnaire items are presented in Tables 10.1 and 10.2 for principals of 9- and 17-year-olds, respectively. The tables display results for principals in the total sample and in each region and kind of community.

The narrative that accompanies the tables highlights the most policy-relevant of these findings. The narrative is organized by questionnaire item and presents a summary of the responses by principals of students at each age level. Since principals normally characterize students by grade level rather than age level, principals of 9-year-olds were asked to respond to the questionnaire in relation to their *fourth-grade* students, while principals of 17-year-olds were asked to respond in relation to their

TABLE 10.1

Crosstabulations of Principal Questionnaire Results (9-Year-Olds) by Region and Kind of Community, Reported in Percentages

Questionnaire Item	Total	Region						Kind of Community			
		1	2	3	4	5	6	1	2	3	4
ORDER THE FOLLOWING FOUR OBJECTIVES IN TERMS OF THEIR IMPORTANCE OR EMPHASIS IN THE CURRICULUM IN YOUR SCHOOL.											
• COMPREHEND WHAT IS READ:											
First	93	91	94	100	93	89	94	100	80	90	96
Second	6	4	6	0	7	11	6	0	20	7	4
Third	0	0	0	0	0	0	0	0	0	0	0
Fourth	1	4	0	0	0	0	0	0	0	3	0
• ANALYZE WHAT IS READ:											
First	3	0	6	0	7	11	0	0	10	3	4
Second	33	35	35	50	33	33	19	29	30	36	35
Third	42	44	47	38	40	44	38	43	40	45	39
Fourth	22	22	12	13	20	11	44	29	20	16	23
• USE WHAT IS READ:											
First	1	0	0	0	0	0	6	0	0	3	0
Second	33	13	35	25	40	33	56	33	30	26	42
Third	23	44	24	25	13	11	6	10	40	29	19
Fourth	43	44	41	50	47	56	31	57	30	42	39
• REASON LOGICALLY FROM WHAT IS READ:											
First	2	9	0	0	0	0	0	0	10	3	0
Second	27	44	24	25	20	22	10	38	20	29	19
Third	38	22	29	38	47	44	56	48	20	32	42
Fourth	33	26	47	38	33	33	25	14	50	36	39

TABLE 10.1 (continued)

Questionnaire Item	Total	Region						Kind of Community			
		1	2	3	4	5	6	1	2	3	4
HOW SATISFIED ARE YOU WITH THE LEVEL OF ACHIEVEMENT BY STUDENTS FOR THESE OBJECTIVES?											
• COMPREHEND WHAT IS READ:											
Very satisfied	16	30	18	0	20	11	13	14	10	29	12
Satisfied	72	57	71	100	67	79	81	81	70	65	73
Dissatisfied	9	9	12	0	13	11	6	0	20	7	15
Very dissatisfied	0	0	0	0	0	0	0	0	0	0	0
• ANALYZE WHAT IS READ:											
Very satisfied	11	9	12	13	0	22	19	14	10	16	4
Satisfied	65	57	65	75	87	44	63	57	60	61	77
Dissatisfied	21	22	24	13	13	33	19	19	20	23	19
Very dissatisfied	1	4	0	0	0	0	0	5	0	0	0
• USE WHAT IS READ:											
Very satisfied	8	0	12	0	0	22	19	10	0	13	4
Satisfied	68	61	65	100	80	44	69	67	60	65	77
Dissatisfied	22	35	24	0	20	33	6	19	30	23	19
Very dissatisfied	1	0	0	0	0	0	6	0	10	0	0
• REASON LOGICALLY FROM WHAT IS READ:											
Very satisfied	5	4	0	0	0	11	13	10	0	7	0
Satisfied	59	44	65	75	73	44	63	57	40	65	62
Dissatisfied	33	44	29	25	27	44	25	29	50	26	39
Very dissatisfied	2	4	6	0	0	0	0	0	10	3	0

TABLE 10.1 (continued)

Questionnaire Item	Total	Region						Kind of Community			
		1	2	3	4	5	6	1	2	3	4
INDICATE THE *TWO* MAJOR WAYS IN WHICH READING ACHIEVEMENT IN YOUR SCHOOL COULD BE IMPROVED.											
Better instructional materials	9	13	18	0	7	0	6	5	10	13	8
More time for teaching reading	34	44	24	50	40	22	25	43	30	36	27
Smaller classes	52	39	65	50	60	33	63	62	30	68	35
More inservice training for teachers	39	35	35	25	33	67	44	33	50	26	54
Additional specialized reading teachers	26	22	24	25	20	33	38	29	30	16	35
More aides or tutors for reading classes	26	35	29	38	27	22	6	14	40	32	23
Other	8	13	6	13	0	11	6	10	10	7	8
None	6	0	0	0	13	11	13	5	0	3	12
SHOULD ALL STUDENTS MEET A MINIMUM STANDARD OF ACHIEVEMENT IN READING, WRITING, AND MATHEMATICS AS ONE REQUIREMENT FOR HIGH SCHOOL GRADUATION?											
Yes	82	74	77	75	93	78	94	91	80	74	85
No	9	13	12	13	0	22	0	5	0	19	4
Not sure	8	13	12	0	7	0	6	5	20	7	8
WHICH OF THE FOLLOWING SHOULD SET THESE STANDARDS?											
Local education agencies	26	26	29	0	33	11	38	29	0	26	35
State board of education	7	9	0	25	0	0	13	10	10	7	4
Legislature	2	4	0	0	0	0	6	0	10	0	4
Both state and local agencies	53	57	53	50	47	78	44	52	70	58	42
Other	9	4	12	13	20	11	0	10	0	10	12
None	1	0	6	0	0	0	0	0	10	0	0
IS YOUR SCHOOL AN ESEA TITLE I SCHOOL?											
Yes	59	57	53	63	60	67	63	48	50	58	73
No	41	44	47	38	40	33	38	52	50	42	27

TABLE 10.1 (continued)

Questionnaire Item	Total	Region						Kind of Community			
		1	2	3	4	5	6	1	2	3	4
HOW DO YOU RATE PARENTAL SUPPORT OF YOUR SCHOOLS POLICIES AND PROCEDURES?											
Excellent	43	48	47	38	47	22	44	38	30	58	35
Good	32	22	29	13	40	56	38	29	20	32	39
Average	14	17	6	50	7	11	6	10	30	10	15
Fair	6	4	6	0	7	11	6	14	0	0	8
Poor	6	9	12	0	0	0	6	10	20	0	4
HOW DO YOU RATE STUDENTS' ATTITUDE TOWARD SCHOOL AND LEARNING?											
Excellent	23	26	24	25	13	33	18	14	10	32	23
Good	55	44	59	50	67	44	63	48	40	58	62
Average	19	30	6	25	20	11	19	33	40	10	12
Fair	3	0	12	0	0	11	0	5	10	0	4
FIRST QUARTER PERCENTAGE OF ATTENDANCE											
67-95	32	44	29	25	27	33	25	52	40	23	23
96-98	58	48	53	75	60	67	63	43	50	65	65
No response	10	8	18	0	13	0	12	5	10	12	12
SECOND QUARTER PERCENTAGE OF ATTENDANCE											
67-93	44	52	47	50	40	33	38	62	50	32	42
94-98	42	35	24	50	47	67	50	33	30	52	42
No response	14	12	19	0	13	0	12	5	20	16	16
DOES YOUR SCHOOL HAVE A READING SPECIALIST?											
Yes, full time	59	61	65	63	53	67	50	53	60	68	54
Yes, part time	33	35	29	38	27	33	38	33	40	29	35
No	7	4	0	0	20	0	13	14	0	3	8

TABLE 10.2

Crosstabulations of Principal Questionnaire Results (17-Year-Olds) by Region and Kind of Community, Reported in Percentages

Questionnaire Item	Total	Region						Kind of Community			
		1	2	3	4	5	6	1	2	3	4
HOW SATISFIED ARE YOU WITH THE LEVEL OF ACHIEVEMENT BY STUDENTS FOR THESE OBJECTIVES?											
• COMPREHEND WHAT IS READ:											
Very satisfied	9	4	29	0	0	0	21	15	0	14	0
Satisfied	70	80	36	86	94	70	50	60	67	69	82
Dissatisfied	19	12	29	14	6	30	29	25	22	14	18
Very dissatisfied	1	4	0	0	0	0	0	0	11	0	0
• ANALYZE WHAT IS READ:											
Very satisfied	2	4	7	0	0	0	0	10	0	0	0
Satisfied	56	68	36	86	56	30	64	40	56	71	46
Dissatisfied	35	20	43	14	50	50	36	45	22	26	46
Very dissatisfied	4	4	7	0	0	10	0	0	22	0	5
• USE WHAT IS READ:											
Very satisfied	7	8	7	0	13	0	7	10	0	9	5
Satisfied	52	64	36	57	50	40	57	35	56	63	50
Dissatisfied	36	28	36	43	38	50	36	55	44	26	32
Very dissatisfied	1	0	7	0	0	0	0	0	0	0	5
• REASON LOGICALLY FROM WHAT IS READ:											
Very satisfied	4	7	0	0	0	0	7	5	0	6	0
Satisfied	47	52	29	57	56	30	50	30	44	54	50
Dissatisfied	42	36	50	29	38	60	43	55	44	37	36
Very dissatisfied	5	4	7	14	6	0	0	5	11	0	9

TABLE 10.2 (continued)

Questionnaire Item	Total	Region						Kind of Community			
		1	2	3	4	5	6	1	2	3	
ORDER THE FOLLOWING FOUR OBJECTIVES IN TERMS OF THEIR IMPORTANCE OR EMPHASIS IN THE CURRICULUM IN YOUR SCHOOL.											
• COMPREHEND WHAT IS READ:											
First	85	88	86	100	88	80	71	95	89	71	96
Second	7	8	0	0	6	20	7	0	11	14	0
Third	5	0	14	0	6	0	7	0	0	11	0
Fourth	2	0	0	0	0	0	14	0	0	3	5
• ANALYZE WHAT IS READ:											
First	4	4	7	0	0	0	7	0	0	9	0
Second	40	36	50	29	25	20	36	40	22	46	36
Third	31	16	21	57	38	50	36	35	56	14	46
Fourth	23	20	14	14	38	30	21	20	22	29	18
• USE WHAT IS READ:											
First	5	4	0	0	0	20	7	0	11	9	0
Second	22	12	7	43	38	30	21	40	11	14	23
Third	16	20	14	0	19	0	29	5	22	17	23
Fourth	55	60	71	57	44	50	43	50	56	57	55
• REASON LOGICALLY FROM WHAT IS READ:											
First	6	0	7	0	13	0	14	0	0	11	5
Second	29	20	36	29	31	30	36	15	56	23	41
Third	45	60	43	43	38	50	29	55	22	54	32
Fourth	17	16	7	29	19	20	21	25	22	9	23

TABLE 10.2 (continued)

Questionnaire Item	Total	Region						Kind of Community			
		1	2	3	4	5	6	1	2	3	4
INDICATE THE *TWO* MAJOR WAYS IN WHICH READING ACHIEVEMENT IN YOUR SCHOOL COULD BE IMPROVED.											
More tutorial or remedial classes	31	24	7	71	31	40	43	45	33	23	32
Better instructional materials for remedial classes	3	4	0	14	6	0	0	0	0	3	10
More inservice training for teachers	70	68	78	58	75	60	72	65	78	68	73
More relevant curriculum materials	27	16	21	29	50	20	29	25	11	32	27
More reading specialists	36	40	43	14	19	30	21	45	55	26	36
Other	19	24	35	14	13	0	14	10	22	26	14
None	14	24	14	0	6	0	21	10	0	23	9
SHOULD ALL STUDENTS MEET A MINIMUM STANDARD OF ACHIEVEMENT IN READING, WRITING, AND MATHEMATICS AS ONE REQUIREMENT FOR HIGH SCHOOL GRADUATION?											
Yes	72	68	86	71	75	40	86	60	67	77	77
No	14	12	14	0	13	30	14	25	11	14	5
Not sure	13	16	0	29	13	30	0	15	22	6	18
WHICH OF THE FOLLOWING SHOULD SET THESE STANDARDS?											
Local education agencies	34	36	50	43	13	40	29	20	33	37	41
State board of education	5	4	14	0	0	10	0	0	11	9	0
Legislature	0	0	0	0	0	0	0	0	0	0	0
Both state and local agencies	50	44	21	43	81	30	71	70	44	43	46
Other	8	16	7	14	0	10	0	10	11	3	14
None	4	0	7	0	6	10	0	0	0	9	0
IS YOUR SCHOOL AN ESEA TITLE I SCHOOL?											
Yes	41	32	50	29	50	20	57	35	22	37	59
No	49	52	29	71	38	80	43	60	67	46	36
No response	10	16	21	0	2	0	0	5	11	17	5

TABLE 10.2 (continued)

Questionnaire Item	Total	Region						Kind of Community			
		1	2	3	4	5	6	1	2	3	4
HOW DO YOU RATE PARENTAL SUPPORT OF YOUR SCHOOLS POLICIES AND PROCEDURES?											
Excellent	21	24	21	14	6	20	36	25	11	26	14
Good	49	52	50	57	63	40	29	30	56	54	55
Average	23	16	14	29	19	40	36	35	22	14	27
Fair	5	4	7	0	13	0	0	5	11	3	5
Poor	1	4	0	0	0	0	0	5	0	0	0
HOW DO YOU RATE STUDENTS' ATTITUDE TOWARD SCHOOL AND LEARNING?											
Excellent	8	20	0	14	0	0	7	10	11	9	5
Good	58	56	57	43	63	70	57	40	56	69	59
Average	26	16	36	43	25	20	29	35	11	17	36
Fair	6	8	0	0	13	0	7	10	22	3	0
FIRST QUARTER PERCENTAGE OF ATTENDANCE											
56-92	47	60	29	14	63	60	29	85	56	20	50
93-97	43	24	64	71	38	30	57	5	22	69	46
No response	10	16	7	15	0	14	14	10	22	11	4
SECOND QUARTER PERCENTAGE OF ATTENDANCE											
53-89	44	54	29	14	63	70	21	75	44	20	54
90-96	43	32	57	71	38	20	57	15	33	63	41
No response	13	14	14	15	0	10	22	10	23	17	5

eleventh-grade students.

The chapter concludes with a profile describing the outstanding differences between students and schools in Big Cities versus Residential Suburbs.

Summary of Results

Objective-referenced instruction. Principals were asked to rank order the objectives assessed by the test in terms of importance or instructional emphasis in their schools and to indicate their satisfaction with student achievement on each one.

The results were similar at the two age levels. Ninety-three percent of the elementary school principals and 85% of the high school principals ranked Objective 1, Comprehend What Is Read, as receiving the most emphasis in their curriculum. The average rankings of the remaining three objectives were quite close at each age level, indicating that these three objectives receive varying degrees of emphasis in different schools. Since substantive definitions of the objectives were not provided on the questionnaire, it is possible that some questionnaire respondents were not sufficiently aware of the technical meanings to rank the latter three objectives in a valid way.

Overall, principals of students at both age levels expressed more satisfaction than dissatisfaction with student achievement on each objective. Ninety percent of the elementary school principals were either "satisfied" or "very satisfied" with student achievement in Comprehension.

About 76% felt this way about achievement in both Analysis and Usage, while 64% expressed some degree of satisfaction with student achievement in Logical Reasoning.

High school principals expressed slightly lower overall satisfaction with student achievement, although the same relative ordering of the objectives is maintained. Seventy-nine percent of high school principals indicated that they were either "satisfied" or "very satisfied" with achievement in Comprehension. About 59% were satisfied to some degree about both Analysis and Usage, and slightly over half felt as such regarding Logical Reasoning.

Ways to improve reading achievement. Principals were asked to cite two major ways in which reading achievement in their schools could be improved. At the elementary school level, slightly over half of the principals wanted "smaller classes," while over a third of these principals desired either "more inservice training for teachers" or "more time for teaching reading." About one-fourth indicated a need for either "additional specialized reading teachers" or "more aides or tutors for reading classes." Fewer than 10% cited a need for "better instructional materials."

At the high school level, where the instruction in reading is more remedial in nature, a different set of alternative responses to this question was provided to principals. A total of 70% of high school principals advocated "more inservice training for teachers in upgrading reading skills." Roughly one-third indicated a need for "additional specialized reading teachers" (36%) or "more tutorial or remedial classes" (31%) or

"curriculum materials more relevant to the reading level and interests of students" (27%). About one-fifth of the high school principals chose to specify their own alternatives. Most of these responses reflected a desire to extend the formal reading curriculum beyond the elementary school level.

Minimum achievement standards. At both age levels, most of the principals responded "yes" to the question: "Do you believe that all students must meet some specified minimum standard of achievement in reading, writing, and mathematics as one requirement for the awarding of the high school diploma?" (82% and 72% for principals of 9- and 17-year-olds, respectively).

The overwhelming majority of principals felt that, if minimal competency standards were to be used as a basis for high school graduation, the local educational agencies should have *some* responsibility for setting those standards. About one-third of elementary school principals and one-fourth of high school principals felt that the responsibility should rest solely with local educational agencies, while another 50-53% replied that the local agencies and the State Board of Education should share that responsibility jointly. Only about 6% of the principals at both age levels replied that the State Department of Education should have sole responsibility for setting standards, and only 1% of the principals indicated that the state legislature should set minimal competency standards.

School participation in ESEA Title I program. A total of 59% of elementary school principals and 41% of high school principals replied that their schools participated in the ESEA Title I program.

Parental support of the school. Most of the principals (70-75%) rated parental support of their school as either "good" or "excellent." However, more elementary school principals (43%) than high school principals (21%) described parental support as "excellent." Only 12% of the elementary school principals and 6% of the high school principals reported "fair" or "poor" parental support.

Student attitude toward school. Most principals rated the attitude of the majority of their students as "good" or "excellent." At the elementary school level, 55% of the principals reported that the attitude of their students was generally "good," while 23% replied that it was "excellent." At the high school level, 58% cited "good" student attitude, and 8% described student attitude as "excellent." Only 3% to 6% indicated that the attitude of the majority of their students was"fair," and no principal described student attitude as generally "poor".

School attendance. Ninety-two percent of elementary school principals reported that average first-quarter attendance in their schools was over 90%, while 82% reported this high a rate for the second quarter. At the high school level, 76% of the principals reported first-quarter attendance above 90%, while only 43% reported this attendance rate for the second quarter.

Profile of Students and Schools in Big Cities

Results reported earlier indicated that Big-City students tended to score below the statewide average, while students in Residential Suburbs

tended to score above the statewide average. An attempt was made to identify characteristics of Big-City schools that may contribute to differential assessment in comparison to students in Residential Suburbs. The resultant "profile," based on responses to the principal and student questionnaires, is presented below.

In comparison to Residential Suburbs, *Big Cities* are places in which:

- the proportion of 9-year-olds in the third grade is larger, while the proportion in the fourth grade is smaller.
- a higher proportion of 9-year-olds "strongly like" school.
- a higher proportion of 9-year-olds like their reading classes "a lot."
- 9-year-olds are assigned reading homework more often.
- a smaller proportion of parents of school-age children work in high-status occupations.
- a smaller proportion of 17-year-olds plan on attending a four-year college.
- principals are more likely to encounter "fair" or "poor" parental support of the school and student attitudes toward school.
- the average attendance rate in each quarter tends to be lower.
- fewer elementary schools are likely to have a full-time reading specialist.

CHAPTER 11

RESULTS OF THE BENCHMARK SURVEY

Introduction

The purpose of this chapter is to present the results of the Benchmark Survey. Reading specialists selected from schools which participated in the assessment were surveyed to evaluate the assessment results. Their task was to examine student performance in terms of their own "benchmark" of desirable achievement. Given the percentage of students answering correctly each test item, Benchmark Survey respondents indicated via questionnaire whether or not additional emphasis ought to be placed on teaching students the skills measured by that item.

Summary of Results

Table 11.1 shows, for each age level, the percentage of items for each objective on which there was "consensus" among survey respondents that more emphasis was required, and the percentage of items for which additional emphasis was not necessary. "Consensus of opinion" was defined as the agreement of at least two-thirds of the survey participants. Also shown is the percentage of items in each objective for which the survey respondents did not reach a consensus (i.e., more than one-third but fewer than two-thirds felt that more instructional emphasis was required).

Elementary school reading specialists felt that the most emphasis ought to be placed on teaching the skills necessary for Analyzing and Using

TABLE 11.1

Results of the Benchmark Survey:
Consensus Opinion of Survey Participants*

Objective	*Total Number of Items*	Percentage of Items		
		More Emphasis Necessary	No More Emphasis Necessary	Undecided
9-YEAR-OLDS:				
1. Comprehend what is read	*13*	38	15	46
2. Analyze what is read	*10*	60	0	40
3. Use what is read	*13*	69	0	31
4. Reason logically from what is read	*12*	42	8	50
17-YEAR-OLDS:				
1. Comprehend what is read	*11*	27	27	45
2. Analyze what is read	*12*	75	0	25
3. Use what is read	*13*	38	31	31
4. Reason logically from what is read	*9*	78	0	22

*Participants responded to the following question:

Given the percentage of Massachusetts students answering this item correctly, do you feel that more emphasis ought to be placed on teaching students the skills measured by this item?

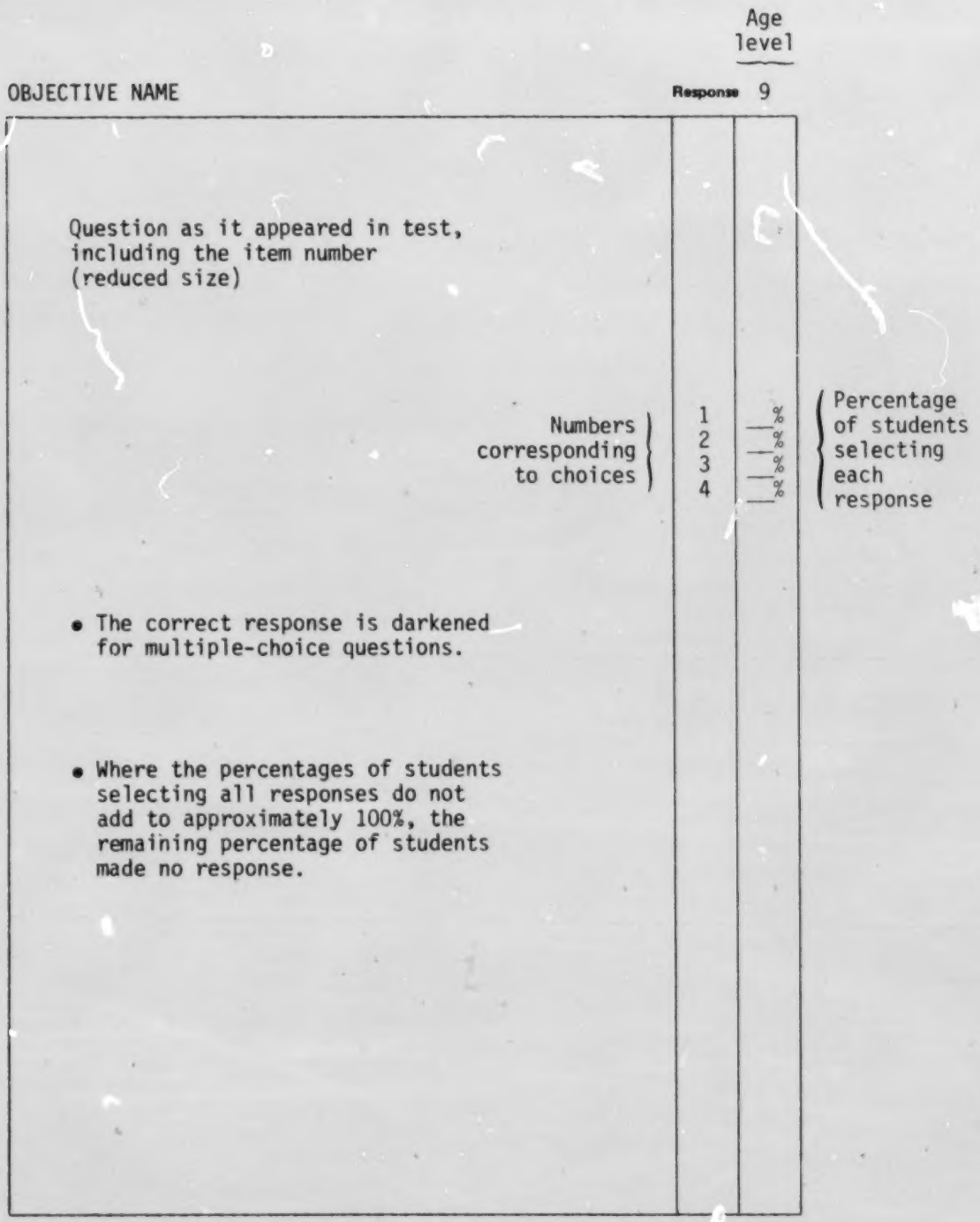
Consensus of opinion is defined as the agreement of at least 2/3 of the participants.

What Is Read (Objectives 2 and 3). High school reading specialists indicated that 17-year-olds should receive additional instruction in Objectives 2 and 4, Analyzing and Reasoning Logically from What Is Read. Survey participants at both levels indicated for comparatively few of the items that "no additional instructional emphasis" was necessary. Since many survey respondents tended to indicate that "more emphasis" was needed for most of the items, a large proportion of items fell into the "undecided" category.

APPENDIX A

Copies of Test Items for 9- and 17-Year-Olds, with Corresponding Percentages of All Students Selecting Each Response

KEY FOR APPENDIX A

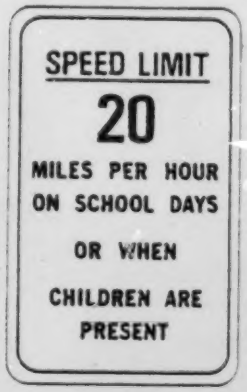

Age level
OBJECTIVE NAME
Response
9
Question as it appeared in test, including the item number (reduced size)
Numbers corresponding to choices
1
2
3
4
—%
—%
—%
—%
Percentage of students selecting each response
• The correct response is darkened for multiple-choice questions.
• Where the percentages of students selecting all responses do not add to approximately 100%, the remaining percentage of students made no response.

OBJECTIVE 1: COMPREHEND WHAT IS READ

Response 9

* 1. Some road signs tell people who are driving cars what to do. Other signs tell people who are walking what to do.

If you are walking, which sign tells you what to do?

1 ○ 

2 ●

3 ○

4 ○

5 ○ I don't know.

1	6%
2	86%
3	1%
4	1%
5	3%

* Item 1 appeared on the test for 17-year-olds as the same item number.

Response 9

* 10. Read the passage and answer the question that follows it.

A sports car differs from an ordinary passenger car in that its size and number of accessories are limited. The sports car also differs from the ordinary passenger car in performance. It can attain higher speeds because it is built smaller and lower. For these reasons it can also turn corners faster and more smoothly than a passenger car. Also a sports car generally gets better gas mileage than an ordinary passenger car.

What does the writer tell you about sports cars?

1	○ prices	1	1%
2	○ colors and styles	2	2%
3	○ places to buy them	3	1%
4	○ number of people they hold	4	2%
5	● how sports cars differ from passenger cars	5	87%
9	○ I don't know.	6	6%

* Item 10 appeared on the test for 17-year-olds as Item 11.

Helen Keller was born in 1880 in Tuscumbia, Alabama. When she was two years old, she lost her sight and hearing as the result of an illness. In 1886 she became the pupil of Anne Sullivan, who taught Helen to "see" with her fingertips, to "hear" with her feet and hands, and to communicate with other people. Miss Sullivan succeeded in arousing Helen's curiosity and interest by spelling the names of objects into her hand. At the end of three years Helen had mastered both the manual and the braille alphabet and could read and write.

12. When did Helen Keller lose her sight and hearing?

1	○ 1880	1	29%
2	● 1882	2	43%
3	○ 1886	3	25%
4	○ 1890	4	0%
5	○ 1900	5	0%
9	○ I don't know.	6	2%

Response 9

13. Read the poem and answer the question that follows it.

As the cat climbed over
The button box
He went one foot at a time

The right forepaw
came
down
first

A hind foot caught
In the button box

Buttons
Scattered in all directions.

Which words tell when the buttons scattered?

1 ○	when the cat's nose pushed the box	1	1%
2 ○	when the cat's forepaw struck the box	2	13%
3 ○	when the cat's tail knocked the box over	3	5%
4 ●	when the cat's hind foot caught in the box	4	76%
5 ○	I don't know.	5	5%

15. If you listen carefully to what a person says, you can usually tell a lot about him. Sometimes you can tell how he feels. Read the passage and complete the sentence that follows it.

"I'll be glad when this TV show is over. I like stories about spies, not this one about cowboys and Indians. I get to pick the next show."

The person who said this:

1 ●	likes spy stories.	1	81%
2 ○	doesn't like TV at all.	2	2%
3 ○	doesn't care what TV show is on.	3	4%
4 ○	likes stories about cowboys and Indians.	4	8%
5 ○	I don't know.	5	4%

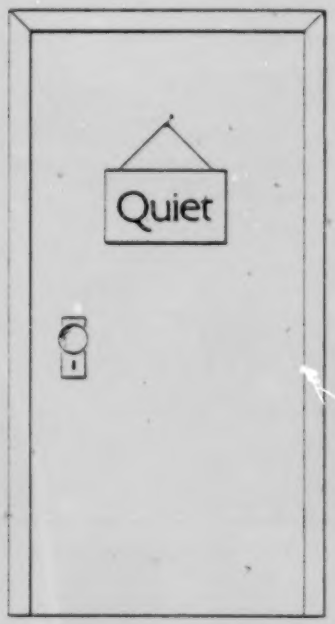
Response 9

16. Read the story and answer the question that follows it.

"I would rather have a dog than a cat for a pet. These are my reasons. First, a dog is friendlier than a cat. Second, a dog can go anywhere with you. Third, a dog is easier to take care of than a cat."

How many reasons does this person give for wanting a dog instead of a cat for a pet?

1 ○ one	1	2%
2 ○ two	2	3%
3 ● three	3	89%
4 ○ four	4	3%
5 ○ I don't know.	5	2%



22. Look at the picture and choose the sentence that tells BEST what the drawing shows.

1 ○ A sign is hanging by the door.	1	2%
2 ● A sign is hanging on the door.	2	95%
3 ○ A sign is hanging over the door.	3	1%
4 ○ A sign is hanging near the door.	4	1%
5 ○ I don't know.	5	1%

Response 9

26. Read the story and answer the question that follows it.

The thing that Silky the Spider hated most was rain. Whenever it rained, his mother would take a big bar of soap and scrub him all over. Then the rain would wash all the dirt and soap away. That didn't make Silky happy because he really liked dirt.

Which one of these sentences tells BEST how Silky felt about rain?

1 ○ Silky like the rain.	1	3%
2 ○ Silky thought rain was fun.	2	2%
3 ○ Silky was happy when it rained.	3	4%
4 ● Silky didn't like the rain at all.	4	89%
5 ○ I don't know.	5	2%

27. Read the sentence and choose the group of words that tells what the sentence means.

"I certainly won't miss that movie."

1 ○ I like that movie.	1	20%
2 ● I'm going to that movie.	2	58%
3 ○ I'm not going to that movie.	3	7%
4 ○ I hope I'll see that movie, but I don't know if I can.	4	7%
5 ○ I didn't see that movie, although it was here all fall.	5	2%
6 ○ I don't know.	6	5%

The wind whistled woefully as it wound its way through the nearly leafless trees. The pale yellow moon cast eerie shadows as it slipped in and out from behind the clouds like a blinking flashlight. Strange figures could be seen dashing and darting through the streets. Ghosts, goblins—what could they be? What do they want? Whom have they come to haunt? Beware...

40. What does the author compare the moon to?

1 ○ clouds	1	8%
2 ● a flashlight	2	32%
3 ○ ghosts	3	21%
4 ○ shadows	4	23%
5 ○ the wind	5	8%
6 ○ I don't know.	6	7%

Response 9

Read the sentences and do what they tell you to do.

43. ○ If you have EVER visited the Moon, fill in the circle here.

44. ● If you have NEVER visited the Moon, fill in the circle here.

(1) if the student responded by filling in the circle for #44 only (the correct answer)	1	94%
(2) if the student filled in the circle for #43 only	2	3%
(3) if the student filled in both circles	3	1%

Mr. Popper was a house painter, but what he really wanted to do was travel to the South Pole. When he wrote to Admiral Drake at the South Pole, telling him how funny he thought penguins were, he never expected to get an answer. But Admiral Drake did answer. He sent Mr. Popper a live penguin!

Can you imagine having a penguin for a pet? Mr. Popper named his penguin Captain Cook and made him a home in the refrigerator.

It was not long, however, before Captain Cook became so lonely that he would not eat. The keeper of a large aquarium sent Mr. Popper another penguin, named Greta, who was lonely too. To take care of the two penguins, Mr. Popper had a refrigeration plant installed in the cellar. Before long Greta and Captain Cook had ten baby penguins.

Although the Poppers became very fond of the penguins, the birds caused many problems. The problems they caused make a very funny story.

46. Which of the following is true of Admiral Drake?

1 ○ He made refrigerators.	1	5%
2 ○ He was at the North Pole.	2	14%
3 ○ He wanted a penguin for a pet.	3	19%
4 ○ He had a girl friend named Greta.	4	5%
5 ● He sent a penguin in answer to Mr. Popper's letter.	5	41%
6 ○ I don't know.	6	14%

Response 9

49. This is like a game to see if you can tell what the nonsense word in the paragraph stands for. The nonsense word is just a silly word for something that you know very well. Read the paragraph and see if you can tell what the underlined nonsense word stands for.

You can wash your face and hands in zup. You can even take a bath in it. When people swim, they are in the zup. Everyone drinks zup.

Zup is probably:

1	○	milk.	1	4%
2	○	pop.	2	8%
3	○	soap.	3	10%
4	●	water.	4	72%
5	○	I don't know.	5	4%

*2. Read the story and complete the sentence that follows it.

Almost seven hundred years ago, King Edward of England bought 450 Easter eggs painted gold and other bright colors. He paid about 28 cents for all of them. Prices have gone way up since then. Easter eggs have been made not only from real eggs. Some of the most beautiful were fancy oval-shaped objects of silver and enamel, colorful stones or glass. Many had ribbons, beads, or feathers on them. Some of the tastiest-looking eggs could not be fried or boiled. They were made of chocolate or of sugar-filled candy. During the 19th century, candy eggs with a window at one end and tiny scenes inside were given as gifts. In England messages and dates were written on the eggs, and in Scotland children were given hard-boiled eggs as toys on Easter Sunday.

The title which tells the MOST about this story is:

1 ○	"Painted Easter Eggs."	1	17%
2 ●	"Easter Eggs in the Past."	2	41%
3 ○	"Easter Eggs in Scotland."	3	6%
4 ○	"Easter Eggs in King Edward's Day."	4	32%
5 ○	I don't know.	5	4%

*9. Number the events in the order in which they would happen at a baseball game. Place a 1 in the box beside the event that would happen first. Place a 2 in the box beside the event that would happen next. Continue to number the events in the order in which they would happen at a baseball game.

[5] The final score was Yankees 5, Red Sox 4.

[1] The home team was taking the field for the start of the game.

[3] The people in the stands stood for the seventh-inning stretch.

[2] The crowd cheered as the third out in the fourth inning was made.

[4] The Yankee outfielder slid into home plate, tying the ballgame in the ninth inning.

(1) correct sequence	1	59%
(2) incorrect sequence	2	29%
(3) I don't know.	3	11%

* Items 2 and 9 appeared on the test for 17-year-olds as the same item numbers.

OBJECTIVE 2: ANALYZE WHAT IS READ

Response 9

The wind pushed the boat farther and farther out to sea. It started to rain and the fog grew thick. The boy and his father were lost at sea.

17. What happened FIRST in the story?

1 ○ It became foggy.	1	3%
2 ○ It started to rain.	2	8%
3 ○ The boat turned over.	3	1%
4 ● The boat went out to sea.	4	84%
5 ○ I don't know.	5	1%

18. This story is MAINLY about:

1 ○ the wind.	1	8%
2 ○ fun at the seashore.	2	1%
3 ○ a ride in a new car.	3	1%
4 ● a stormy day at sea.	4	87%
5 ○ I don't know.	5	2%

Read the story about a fish and answer the two questions that follow it.

Once there was a fish named Big Eyes who was tired of swimming. He wanted to get out of the water and walk like other animals do, so one day without telling anyone he just jumped out of the water, put on his shoes, and took a long walk around the park.

29. What do you think the person who wrote this story was trying to do?

1 ○ tell you what fish are like	1	6%
2 ○ tell you that fish wear shoes	2	4%
3 ● tell you a funny story about a fish	3	75%
4 ○ tell you that fish don't like to swim	4	11%
5 ○ I don't know.	5	4%

30. What did the person who wrote this story want you to do when you read it?

1 ○ cry	1	1%
2 ○ yell	2	1%
3 ● laugh	3	91%
4 ○ become angry	4	2%
5 ○ I don't know.	5	5%

OBJECTIVE 2: ANALYZE WHAT IS READ

Response 9

One day Amos the Ant took his lunch to the park. He sat under a tree and started to eat. Then some children came over. Amos gave them some food. It was a fine day for a picnic.

38. What did Amos do FIRST in the story?

1 ○	He had a picnic.	1	9%
2 ○	He ate his lunch.	2	9%
3 ○	He climbed a tree.	3	2%
4 ●	He went to the park.	4	76%
5 ○	He found some children.	5	2%
9 ○	I don't know.	6	2%

39. Read the passage and answer the question that follows it.

Colorado has many mountains. Colorado has more than 1,000 peaks two miles high. Gold was discovered in Colorado in 1859. A total of 54 of the 69 highest mountains in the United States are in Colorado.

Which words tell what this passage is MAINLY about?

1 ○	fish in Colorado	1	2%
2 ○	hunting in Colorado	2	2%
3 ○	mining in Colorado	3	11%
4 ●	mountains in Colorado	4	78%
9 ○	I don't know.	5	6%

Response 9

The wind whistled woefully as it wound its way through the nearly leafless trees. The pale yellow moon cast eerie shadows as it slipped in and out from behind the clouds like a blinking flashlight. Strange figures could be seen dashing and darting through the streets. Ghosts, goblins—what could they be? What do they want? Whom have they come to haunt? Beware...

41.	Which group of words tells how something sounds?		
1 ○	cast shadows	1	4%
2 ○	pale yellow moon	2	5%
3 ○	blinking flashlight	3	5%
4 ○	nearly leafless trees	4	5%
5 ●	wind whistled woefully	5	73%
6 ○	I don't know.	6	7%
42.	The mood or feeling of this story is:		
1 ○	amusing.	1	8%
2 ●	frightening.	2	71%
3 ○	gay.	3	6%
4 ○	ridiculous.	4	5%
5 ○	sad.	5	3%
6 ○	I don't know.	6	6%

OBJECTIVE 3: USE WHAT IS READ

Response 9

*3. What is the BEST way to find out if there is something about Eskimos in a book?

1 ● Look in the index.	1	53%
2 ○ Look in the glossary.	2	12%
3 ○ Look at the title page.	3	12%
4 ○ Look through all the pages.	4	6%
5 ○ Skim through the introduction.	5	9%
6 ○ I don't know.	6	6%

* 4. Look at the labels from two cans of dog food. One can has more protein in it than the other. Fill in the circle below the dog food that contains more protein.

Ash	3%
Crude fiber	17%
Crude protein	65%
Crude fat	11%
Moisture	4%
Vitamin E	trace

PREMIUM DOG FOOD
A Beef Product

1 ●

Ash	2%
Crude fiber	45%
Crude protein	20%
Crude fat	30%
Moisture	3%
Vitamin E	trace

HEARTY DOG FOOD
A Balanced Meal

2 ○

	1	62%
	2	30%
3 ○ I don't know.	3	8%

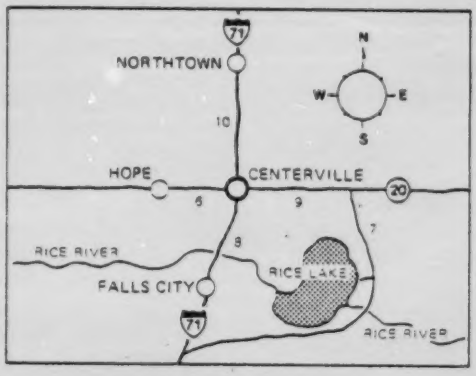
*5. You want to call Mr. Jones on the telephone. You look in the telephone book for his number. You would find it between which names?

1 ○ Jackson and Jacobs	1	1%
2 ○ Jacobs and James	2	1%
3 ○ James and Johnson	3	19%
4 ● Johnson and Judson	4	62%
5 ○ Judson and Justus	5	6%
6 ○ I don't know.	6	9%

* Items 3, 4, and 5 appeared on the test for 17-year-olds as the same item numbers.

Response 9

Look at the road map and answer the three questions that follow it.



* 6. By car Northtown is closer to Rice Lake than to Hope.		
1 ○ true	1	10%
2 ● false	2	86%
3 ○ I don't know.	3	3%
* 7. You can drive all the way from Northtown to Falls City on Highway 71.		
1 ● true	1	89%
2 ○ false	2	8%
3 ○ I don't know.	3	3%
* 8. Highway 20 runs on the south side of Rice River.		
1 ○ true	1	29%
2 ● false	2	64%
3 ○ I don't know.	3	7%

* Items 6, 7, and 8 appeared on the test for 17-year-olds as the same item numbers.

14. If you like books which are NOT about people, which one of the following would you read?

1 ○ The Jazz Man	1	10%
2 ○ Johnny Tremaine	2	5%
3 ● All About Elephants	3	64%
4 ○ Who's in Charge of Lincoln?	4	13%
5 ○ I don't know.	5	8%

26. Here are some figures with a circle below each figure. Fill in the circle below the figure that can be made with just three lines that cross each other.

1○ 2○ 3● 4○ 5○

1	4%
2	4%
3	88%
4	2%
5	2%

OBJECTIVE 3: USE WHAT IS READ

Response 9

Here is part of a television viewing guide you might find in a newspaper. Read it and answer the three questions that follow it.

3:00 p.m. [7] Movie – Mystery
"Super Sleuth" (1945) Master detective (Bob Johnston) and sidekick (Pat Morgan) are on the trail of a deadly escaped convict. Sue Jones, Mort Roberts (90 min.)

31. Which word BEST describes the kind of television show this one is?

1 ○ comedy	1	3%
2 ● mystery	2	84%
3 ○ variety	3	3%
4 ○ western	4	4%
5 ○ I don't know.	5	6%

32. What time of day is this program presented?

1 ● afternoon	1	66%
2 ○ evening	2	19%
3 ○ midnight	3	7%
4 ○ morning	4	5%
5 ○ I don't know.	5	4%

33. What will Bob Johnston play in the movie?

1 ○ the sidekick	1	36%
2 ○ the escaped convict	2	5%
3 ● the master detective	3	48%
4 ○ none of the above	4	3%
5 ○ I don't know.	5	7%

OBJECTIVE 3: USE WHAT IS READ

Response 9

35. If you had to tell your class about windmills, which of these would be the BEST book to use?

1 ○ an atlas	1	8%
2 ○ a dictionary	2	20%
3 ● an encyclopedia	3	60%
4 ○ the Yellow Pages in the telephone book	4	3%
5 ○ I don't know.	5	9%

38. Here is part of an index page from a science book. On which pages would you find information about earthworms?

water, 52, 60-65, 140 152
weather, 60, 70-75
weeds, 15-20
wheat, 32-38
wind, 66-75
wire, 200-210, 212, 214
wool, 6-10
wolves, 3, 5, 10
worms, 195-196

1 ○ 5, 10	1	3%
2 ○ 16, 17	2	1%
3 ○ 34, 35	3	3%
4 ● 195, 196	4	77%
5 ○ 207, 2[illegible]	5	2%
6 ○ I don't know.	6	13%

OBJECTIVE 4: REASON LOGICALLY FROM WHAT IS READ

Response 9

Helen Keller was born in 1880 in Tuscumbia, Alabama. When she was two years old, she lost her sight and hearing as the result of an illness. In 1886 she became the pupil of Anne Sullivan, who taught Helen to "see" with her fingertips, to "hear" with her feet and hands, and to communicate with other people. Miss Sullivan succeeded in arousing Helen's curiosity and interest by spelling the names of objects into her hand. At the end of three years Helen had mastered both the manual and the braille alphabet and could read and write.

* 11. Miss Sullivan's method of teaching chiefly made use of what?

1 ○ writing	1	17%
2 ○ gestures	2	5%
3 ○ pictures	3	3%
4 ○ sound waves	4	7%
5 ● sense of touch	5	56%
9 ○ I don't know.	6	10%

* Item 11 appeared on the test for 17-year-olds as item 10.

The wind pushed the boat farther and farther out to sea. It started to rain and the fog grew thick. The boy and his father were lost at sea.

19. What could help the boy and his father now?

1 ○ thicker fog	1	4%
2 ○ a television	2	1%
3 ○ some fishing poles	3	1%
4 ● someone to rescue them	4	90%
5 ○ I don't know.	5	3%

OBJECTIVE 4: REASON LOGICALLY FROM WHAT IS READ

Response 9

Read the story and answer the two questions that follow it.

Christmas was only a few days away. The wind was strong and cold. The walks were covered with snow. The downtown streets were crowded with people. Their faces were hidden by many packages as they went in one store after another. They all tried to move faster as they looked at the clock.

20. What were most of the people probably doing?

1 ○ window-shopping	1	8%
2 ○ waiting for a bus	2	5%
3 ● last-minute shopping	3	75%
4 ○ looking at decorations	4	4%
5 ○ talking to Santa Claus	5	3%
6 ○ I don't know.	6	5%

21. What were the people in the story probably wearing?

1 ○ skates and skis	1	1%
2 ● coats and boots	2	93%
3 ○ shorts and sneakers	3	1%
4 ○ raincoats and umbrellas	4	2%
5 ○ bathing suits and sandals	5	0%
6 ○ I don't know.	6	2%

23. Read the story and answer the question that follows it.

Silky the Spider used to spin his web from one side of the block to the other. Sometimes he would spin his web across a street. One day when he did that he caught three cars, two trucks, and one poor old horse.

Which one of these sentences tells BEST what Silky's web was like?

1 ● Silky's web was very big.	1	81%
2 ○ Silky's web was not strong.	2	8%
3 ○ Silky's web was quite small.	3	5%
4 ○ Silky's web was red and green.	4	1%
5 ○ I don't know.	5	5%

24. Read the story and answer the question that follows it.

Silky was not like most spiders. He didn't like to eat flies. He just liked to play with them. He especially liked to play tag. Whenever he would catch a fly, he would say, "You're it," and then run away. The trouble was that the flies were so scared they wouldn't chase Silky. They just flew away.

Which one of these sentences tells BEST how Silky felt about flies?

1 ○ Silky thought flies were dirty.	1	2%
2 ○ Silky thought flies were terrible.	2	5%
3 ● Silky thought flies were good playmates.	3	85%
4 ○ Silky thought flies were very good to eat.	4	5%
5 ○ I don't know.	5	3%

OBJECTIVE 4: REASON LOGICALLY FROM WHAT IS READ

Response 9

28. Read the verse and fill in the circle beside the object described in the verse.

I have no wings but often fly:
I come in colors many.
From varied nationalities
Respect get I a-plenty.

1 ○ deck of cards	1	5%
2 ○ eyeglasses	2	3%
3 ● flag	3	79%
4 ○ needles	4	2%
5 ○ I don't know.	5	10%

34. Read the poem and answer the question that follows it.

My body a rounded stone
with a pattern of smooth seams.
My head a short snake,
retractive, projective.
My legs come out of their sleeves
or shrink within,
and so does my chin.
My eyelids are quick clamps.

My back is my roof.
I am always at home.
I travel where my house walks.
It is a smooth stone.
It floats within the lake,
or rests in the dust.
My flesh lives tenderly
inside its home.

Who is speaking in this poem?

1 ○ a house	1	9%
2 ○ a person	2	12%
3 ○ a snake	3	6%
4 ○ a stone	4	6%
5 ● a turtle	5	62%
6 ○ I don't know.	6	4%

OBJECTIVE 4: REASON LOGICALLY FROM WHAT IS READ

Response 9

One day Amos the Ant took his lunch to the park. He sat under a tree and started to eat. Then some children came over. Amos gave them some food. It was a fine day for a picnic.

37. How do you know this story is make-believe?

1 ○ Ants don't eat.	1	2%
2 ○ Ants aren't in parks.	2	2%
3 ○ Ants eat lunch at home.	3	3%
4 ● Ants don't give people food.	4	84%
5 ○ Children are afraid of ants.	5	3%
6 ○ I don't know.	6	5%

45. Read the two stories and answer the question that follows them.

Story 1

A handsome prince was riding his horse in the woods. He saw a dragon chasing a beautiful princess. The prince killed the dragon. The prince and the princess were then married.

Story 2

Mary was taking a boat ride on a lake. The boat tipped over. Mary was about to drown when a young man jumped in the lake and saved her.

If Story 2 ends like Story 1, what would happen next in Story 2?

1 ○ A prince would kill a dragon.	1	7%
2 ○ The young man would become a prince.	2	5%
3 ● Mary and the young man would get married.	3	71%
4 ○ The king would give the young man some money.	4	5%
5 ○ I don't know.	5	10%

OBJECTIVE 4: REASON LOGICALLY FROM WHAT IS READ

Response 9

Mr. Popper was a house painter, but what he really wanted to do was travel to the South Pole. When he wrote to Admiral Drake at the South Pole, telling him how funny he thought penguins were, he never expected to get an answer. But Admiral Drake did answer. He sent Mr. Popper a live penguin!

Can you imagine having a penguin for a pet? Mr. Popper named his penguin Captain Cook and made him a home in the refrigerator.

It was not long, however, before Captain Cook became so lonely that he would not eat. The keeper of a large aquarium sent Mr. Popper another penguin, named Greta, who was lonely too. To take care of the two penguins, Mr. Popper had a refrigeration plant installed in the cellar. Before long Greta and Captain Cook had ten baby penguins.

Although the Poppers became very fond of the penguins, the birds caused many problems. The problems they caused make a very funny story.

47. Why did Mr. Popper make Captain Cook's home in the refrigerator?

1 ○ Penguins like milk.	1	2%
2 ○ Captain Cook was lonely.	2	7%
3 ○ Captain Cook liked to eat.	3	7%
4 ● Penguins live in cold places.	4	72%
5 ○ Captain Cook had always lived in a refrigerator.	5	5%
6 ○ I don't know.	6	6%

48. What is generally true about penguins?

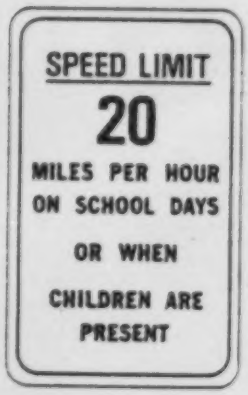
1 ○ They like to live alone.	1	7%
2 ○ They like painted houses.	2	2%
3 ○ They live in refrigerators.	3	7%
4 ● They are difficult pets to care for.	4	66%
5 ○ They make excellent pets for city dwellers.	5	4%
6 ○ I don't know.	6	12%

Response 17

*1. Some road signs tell people who are driving cars what to do. Other signs tell people who are walking what to do.

If you are walking, which sign tells you what to do?

1 ○



2 ●

3 ○

4 ○

5 ○ I don't know.

1	0%
2	99%
3	0%
4	0%
5	0%

* Item 1 appeared on the test for 9-year-olds as the same item number.

Response 17

Read the passage and answer the two questions that follow it.

A sports car differs from an ordinary passenger car in that its size and number of accessories are limited. The sports car also differs from the ordinary passenger car in performance. It can attain higher speeds because it is built smaller and lower. For these reasons it can also turn corners faster and more smoothly than a passenger car. Also a sports car generally gets better gas mileage than an ordinary passenger car.

*11.	What does the writer tell you about sports cars?		
	1 ○ prices	1	0%
	2 ○ colors and styles	2	0%
	3 ○ places to buy them	3	1%
	4 ○ number of people they hold	4	0%
	5 ● how sports cars differ from passenger cars	5	99%
	6 ○ I don't know.	6	0%

* Item 11 appeared on the test for 9-year-olds as Item 10.

12.	Which of these is the reason that a sports car can turn a corner more easily than a passenger car?		
	1 ○ compact size and disk brakes	1	2%
	2 ○ coil suspension and power steering	2	1%
	3 ● small size and low center of gravity	3	93%
	4 ○ great length and minimum of accessories	4	1%
	5 ○ road-gripping lines and heavy shock absorbers	5	1%
	6 ○ I don't know.	6	2%

OBJECTIVE 1: COMPREHEND WHAT IS READ

Response 17

Read the passage and answer the two questions that follow it.

Scarlet fever begins with fever, chills, headache, and sore throat. A doctor diagnoses the illness as scarlet fever when a characteristic rash erupts on the skin. This rash appears on the neck and chest in three to five days after the onset of the illness and spreads rapidly over the body. Sometimes the skin on the palms of the hands and soles of the feet shreds in flakes. Scarlet fever is usually treated with penicillin and, in severe cases, a convalescent serum. The disease may be accompanied by infections of the ear and throat, inflammation of the kidneys, pneumonia, and inflammation of the heart.

13. How does the author tell us that scarlet fever may be a serious disease?

1	○	He tells how many people die of it.	1 1%
2	○	He tells that he once had the disease.	2 0%
3	○	He tells that hands and feet may fall off.	3 1%
4	●	He tells how other infections may come with scarlet fever.	4 97%
5	○	I don't know.	5 1%

14. The passage BEGINS by telling us:

1	○	how to take care of scarlet fever.	1 1%
2	○	how to keep from getting scarlet fever.	2 0%
3	○	how old you have to be to get scarlet fever.	3 0%
4	○	that other diseases may accompany scarlet fever.	4 7%
5	●	how you look and feel when you get scarlet fever.	5 91%
6	○	I don't know.	6 1%

Any attempt to label an entire generation is unrewarding, and yet the generation which went through the last war, or at least could get a drink easily once it was over, seems to possess a uniform, general quality which demands an adjective. It was John Kerouac, the author of a fine, neglected novel "The Town and the City," who finally came up with it. It was several years ago, when the face was harder to recognize, but he had a sharp, sympathetic eye, and one day he said, "You know, this is really a beat generation." The origins of the word "beat" are obscure, but the meaning is only too clear to most Americans. More than mere weariness, it implies the feeling of having been used, of being raw. It involves a sort of nakedness of mind, and, ultimately, of soul; a feeling of being reduced to the bedrock of consciousness. In short, it means being undramatically pushed up against the wall of oneself. A man is beat whenever he goes for broke and wagers the sum of his resources on a single number; and the young generation has done that continually from early youth.

23. According to the paragraph, the origins of the word "beat" are:

1	● obscure.	1	68%
2	○ clear to Americans.	2	19%
3	○ attributed to Kerouac.	3	7%
4	○ attributed to jazz musicians.	4	1%
5	○ I don't know.	5	3%

POISON IVY

The interval for burning, itching, and finally water-filled blisters to appear varies a great deal. This, again, may depend on some differences in human skin; and the symptoms of dermatitis can develop within a few hours or even days later. The most important factor in using any remedy or treatment is TIME. Unless you can wash the poisonous sap away within 5 to 10 minutes after exposure, you are likely to be in trouble. Wash the entire body at once with any bland soap and then change clothing which must be laundered before being worn again. It is, of course, very obvious that washing is not always possible immediately after known contact with such irritating plants, and a tub or shower after outdoor activity is generally too late to avoid dermatitis if you have been exposed to or in contact with poison ivy. The blister fluid associated with ivy poisoning does not spread the irritation; but it is the oily, poisonous resin which is transferred to other skin areas by rubbing or scratching.

There are some simple preparations for treatment of ivy poisoning. An easily prepared "remedy" can be made by using equal parts of baking soda and cornstarch with enough water to form a paste or a lotion. Wet packs of boric acid are helpful in case of severely poisoned eyelids and swollen eyes. Calamine lotion can be used to soothe the discomfort of itching, burning skin. Preparations containing iron salts are likely to cause permanent tattoo effects, especially if skin in the area of application is broken.

27.	Which of the following is essential to avoid ivy dermatitis once a person is exposed to poison ivy?		
	1 ○ Cut down the ivy plant.	1	1%
	2 ○ Do not scratch the affected areas.	2	16%
	3 ○ Put calamine lotion on the affected areas.	3	2%
	4 ○ Put iron salt solution on the exposed areas.	4	1%
	5 ● Wash all exposed areas within about five minutes of exposure.	5	79%
	6 ○ I don't know.	6	1%
28.	Which of the following will soothe the itching from ivy poisoning?		
	1 ○ Cut down the ivy plant.	1	0%
	2 ○ Do not scratch the affected areas.	2	1%
	3 ● Put calamine lotion on the affected areas.	3	94%
	4 ○ Put iron salt solution on the exposed areas.	4	2%
	5 ○ Wash all exposed areas within about five minutes of exposure.	5	2%
	6 ○ I don't know.	6	1%

29. What should you do if the ivy poisoning affects your eyelids?

1 ○ Apply calamine lotion.	1	2%
2 ○ Apply iron salt solution.	2	1%
3 ○ Apply mild soap solution.	3	2%
4 ● Apply wet packs of boric acid solution.	4	86%
5 ○ Apply a paste of baking soda and cornstarch.	5	6%
6 ○ I don't know.	6	3%

Skim the information given below and then complete the two sentences on the next page.

NUCLEAR BURSTS

An air burst is defined as one in which the bomb is exploded in the air so high above land or water that the fireball (at maximum brilliance) does not touch the surface. Great blast and heat hazards are produced. The heat wave resulting from the explosion of a one-megaton nuclear weapon can cause moderately severe burns of exposed skin as far as 12 miles from the point of detonation. The warmth may be felt at a distance of 75 miles. Practically no early or close-in fallout is produced.

In a surface burst, the ball of fire touches the ground. Because of its intense heat, large amounts of rock, soil, and other materials will be vaporized and will rise up into the cloud. An important difference between a surface burst and an air burst is that in the surface burst the atomic cloud is much more heavily loaded with the vaporized material; therefore, a surface burst causes much more early radioactive fallout than an air burst.

A subsurface burst is one in which the center of a nuclear explosion occurs under the ground or under water. Underground or underwater shock is produced. According to the depth at which the explosion occurs, some of the shock will escape to produce air blast. Much of the heat wave and immediate nuclear radiation is absorbed within a short distance by the water or ground. However, large amounts of earth or water near the explosion will be contaminated with radioactive material.

42.	Immediate danger from radioactive fallout is most likely to occur after:		
	1 ○ an air burst.	1	17%
	2 ● a surface burst.	2	69%
	3 ○ an underwater burst.	3	4%
	4 ○ an underground burst.	4	7%
	5 ○ I don't know.	5	3%
43.	The intense heat of a nuclear air burst can cause skin burns and fires:		
	1 ○ several miles from the point of detonation.	1	83%
	2 ○ only within a mile's radius of the point of detonation.	2	7%
	3 ● only when it is not raining within the area of explosion.	3	3%
	4 ○ in areas which are only north or west of the point of detonation.	4	2%
	5 ○ I don't know.	5	4%

*2. Read the story and complete the sentence that follows it.

Almost seven hundred years ago, King Edward of England bought 450 Easter eggs painted gold and other bright colors. He paid about 28 cents for all of them. Prices have gone way up since then. Easter eggs have been made not only from real eggs. Some of the most beautiful were fancy oval-shaped objects of silver and enamel, colorful stones or glass. Many had ribbons, beads, or feathers on them. Some of the tastiest-looking eggs could not be fried or boiled. They were made of chocolate or of sugar-filled candy. During the 19th century, candy eggs with a window at one end and tiny scenes inside were given as gifts. In England messages and dates were written on the eggs, and in Scotland children were given hard-boiled eggs as toys on Easter Sunday.

The title which tells the MOST about this story is:

1 ○ "Painted Easter Eggs."	1	12%
2 ● "Easter Eggs in the Past."	2	72%
3 ○ "Easter Eggs in Scotland."	3	1%
4 ○ "Easter Eggs in King Edward's Day."	4	15%
5 ○ I don't know.	5	1%

*9. Number the events in the order in which they would happen at a baseball game. Place a 1 in the box beside the event that would happen first. Place a 2 in the box beside the event that would happen next. Continue to number the events in the order in which they would happen at a baseball game.

[5] The final score was Yankees 5, Red Sox 4.

[1] The home team was taking the field for the start of the game.

[3] The people in the stands stood for the seventh-inning stretch.

[2] The crowd cheered as the third out in the fourth inning was made.

[4] The Yankee outfielder slid into home plate, tying the ballgame in the ninth inning.

(1) correct sequence	1	96%
(2) incorrect sequence	2	3%
(3) I don't know.	3	1%

* Items 2 and 9 appeared on the test for 9-year-olds as the same item numbers.

Read the passage and answer the two questions that follow it.

One spring Farmer Brown had an unusually good field of wheat. Whenever he saw any birds in this field, he got his gun and shot as many of them as he could. In the middle of the summer he found that his wheat was being ruined by insects. With no birds to feed on them, the insects had multiplied very fast. What Farmer Brown did not understand was this: a bird is not simply an animal that eats food the farmer may want for himself. Instead, it is one of many links in the complex surroundings, or environment, in which we live.

How much grain a farmer can raise on an acre of ground depends on many factors. All of these factors can be divided into two big groups. Such things as the richness of the soil, the amount of rainfall, the amount of sunlight, and the temperature belong together in one of these groups. This group may be called non-living factors. The second group may be called living factors. The living factors in any plant's environment are animals and other plants. Wheat, for example, may be damaged by wheat rust, a tiny plant that feeds on wheat; or it may be eaten by plant-eating animals such as birds or grasshoppers.

It is easy to see that the relations of plants and animals to their environment are very complex, and that any change in the environment is likely to bring about a whole series of changes.

15. What does the passage suggest a good farmer should understand about nature?

1 ○ Insects are harmful to plants.	1	2%
2 ○ Birds are not harmful to plants.	2	4%
3 ○ Wheat may be damaged by both animals and other plants.	3	10%
4 ○ The amount of wheat he can raise depends on two factors: birds and insects.	4	8%
5 ● A change in one factor of plants' surroundings may cause other factors to change.	5	74%
6 ○ I don't know.	6	2%

16. What important idea about nature does the writer want us to understand?

1 ○ Farmer Brown was worried about the heavy rainfall.	1	1%
2 ○ Nobody needs to have such destructive birds around.	2	1%
3 ○ Farmer Brown didn't want the temperature to change.	3	1%
4 ○ All insects need not only wheat rust but grasshoppers.	4	1%
5 ● All living things are dependent on other living things.	5	95%
6 ○ I don't know.	6	2%

OBJECTIVE 2: ANALYZE WHAT IS READ

Response 17

Any attempt to label an entire generation is unrewarding, and yet the generation which went through the last war, or at least could get a drink easily once it was over, seems to possess a uniform, general quality which demands an adjective. It was John Kerouac, the author of a fine, neglected novel "The Town and the City," who finally came up with it. It was several years ago, when the face was harder to recognize, but he had a sharp, sympathetic eye, and one day he said, "You know, this is really a beat generation." The origins of the word "beat" are obscure, but the meaning is only too clear to most Americans. More than mere weariness, it implies the feeling of having been used, of being raw. It involves a sort of nakedness of mind, and, ultimately, of soul; a feeling of being reduced to the bedrock of consciousness. In short, it means being undramatically pushed up against the wall of oneself. A man is beat whenever he goes for broke and wagers the sum of his resources on a single number; and the young generation has done that continually from early youth.

20. What is the MAIN point of the paragraph?

1 ○	the beat generation	1	30%
2 ○	the labeling of a past generation	2	41%
3 ●	the definition of the word "beat"	3	27%
4 ○	I don't know.	4	2%

22. What does the writer suggest when he mentions a "fine, neglected novel"?

1 ○	Kerouac had the right idea about the war.	1	3%
2 ○	Kerouac had a clear understanding of the new post-war generation.	2	17%
3 ●	Kerouac had not received the recognition of "The Town and the City" that was deserved.	3	72%
4 ○	I don't know.	4	7%

25. Read the story and answer the question that follows it.

In the past, flies were a lot bigger than they are now. My father used to throw rocks at them. My grandfather used to shoot them with a gun. And my great-grandfather told me that it used to take five men, a dog, two horses and sixteen cats to drag a single fly out of the kitchen.

Which explanation tells BEST how the writer makes this story funny?

1 ○ by using humorous sentence structure	1	6%
2 ● by exaggerating the size of the flies	2	80%
3 ○ by putting the events in some past time so the story becomes unreal	3	9%
4 ○ by making the last sentence of the paragraph much longer than the rest	4	4%
5 ○ I don't know.	5	1%

32. Read the poem and answer the question that follows it.

SEA-FEVER

I must go down to the seas again, to the lonely sea and the sky,
And all I ask is a tall ship and a star to steer her by,
And the wheel's kick and the wind's song and the white sail's shaking,
And a gray mist on the sea's face and a gray dawn breaking.

I must go down to the seas again, for the call of the running tide
Is a wild call and a clear call that may not be denied;
And all I ask is a windy day with the white clouds flying,
And the flung spray and the blown spume, and the sea-gulls crying.

I must go down to the seas again, to the vagrant gypsy life,
To the gull's way and the whale's way where the wind's like a whetted knife;
And all I ask is a merry yarn from a laughing fellow-rover,
And a quiet sleep and a sweet dream when the long trick's over.

In which order does the poet ask for the following three things?

1 ○ companionship, sailing weather, a ship	1	5%
2 ● a ship, sailing weather, companionship	2	73%
3 ○ a ship, companionship, sailing weather	3	8%
4 ○ sailing weather, companionship, a ship	4	3%
5 ○ sailing weather, a ship, companionship	5	5%
6 ○ I don't know.	6	7%

Suburbanites are not irresponsible. Indeed, what is striking about the young couples' march along the abyss is the earnestness and precision with which they go about it. They are extremely budget-conscious. They can rattle off most of their monthly payments down to the last penny; one might say that even their impulse buying is deliberately planned. They are conscientious in meeting obligations and rarely do they fall delinquent in their accounts.

They are exponents of what could be called budgetism. This does not mean that they actually keep formal budgets—quite the contrary. The beauty of budgetism is that one doesn't have to keep a budget at all. It's done automatically. In the new middle-class rhythm of life, obligations are homogenized, for the overriding aim is to have oneself precommitted to regular, unvarying monthly payments on all the major items.

Americans used to be divided into three sizable groups: those who thought of money obligations in terms of the week, of the month, and of the year. Many people remain at both ends of the scale, but with the widening of the middle class, the mortgage payments are firmly geared to a thirty-day cycle, and any dissonant peaks and valleys are anathema. Just as young couples are now paying winter fuel bills in equal monthly fractions through the year, so they seek to spread out all the other heavy seasonal obligations they can anticipate. If vendors will not oblige by accepting equal monthly installments, the purchasers will smooth out the load themselves by floating loans.

It is, suburbanites cheerfully explain, a matter of psychology. They don't trust themselves. In self-entrapment is security. They try to budget so tightly that there are no unappropriated funds, for they know these would burn a hole in their pocket. Not merely out of greed for goods, then, do they commit themselves; it is protection they want, too. And though it would be extreme to say that they go into debt to be secure, carefully charted debt does give them a certain peace of mind—and in suburbia this is more coveted than luxury itself.

33. What is the "abyss" along which the young couples are marching?

1 ○ nuclear war	1	1%
2 ○ unemployment	2	10%
3 ○ mental breakdown	3	4%
4 ● financial disaster	4	73%
5 ○ catastrophic illness	5	1%
6 ○ I don't know.	6	10%

34. What conclusion does the author reach concerning carefully charted debt among young couples in the United States today?

1 ○ It is a symbol of love.	1	3%
2 ○ It brings marital happiness.	2	4%
3 ● It helps them to feel secure.	3	70%
4 ○ It enables them to acquire wealth.	4	6%
5 ○ It provides them with material goods.	5	9%
6 ○ I don't know.	6	7%

OBJECTIVE 2: ANALYZE WHAT IS READ

Response 17

35. Which of the following BEST explains the kind of human behavior described?

1 ○ "Not merely . . . greed for goods."	1	5%
2 ● "In self-entrapment is security . . ."	2	25%
3 ○ ". . . obligations are homogenized . . ."	3	6%
4 ○ "Suburbanites are not irresponsible."	4	15%
5 ○ "They are extremely budget-conscious."	5	40%
6 ○ I don't know.	6	9%

I Skiing has recently become one of the more popular sports in the United States. Because of its popularity, thousands of winter vacationers are flying north rather than south. In many areas, reservations are required months ahead of time.

II I discovered the accommodation shortage through an unfortunate experience. On a sunny Saturday morning I set out from Denver for the beckoning slopes of Aspen, Colorado. After passing signs for other ski areas, I finally reached my destination. Naturally I lost no time in heading for the nearest tow. After a stimulating afternoon of miscalculated stem turns I was famished. Well, one thing led to another and it must have been eight o'clock before I concerned myself with a bed for my bruised and aching bones.

III It took precisely one phone call to ascertain the lack of lodgings in the Aspen area. I had but one recourse. My auto and I started the treacherous jaunt over the pass and back toward Denver. Along the way, I went begging for a bed. Finally a jolly tavernkeeper took pity and for only thirty dollars a night allowed me the privilege of staying in a musty, dirty, bathless room above his tavern.

39 Which paragraph or paragraphs in the passage are written from a personal point of view?

1 ○ Paragraph I	1	5%
2 ○ Paragraph II	2	15%
3 ○ Paragraph III	3	8%
4 ○ Paragraphs I and II	4	3%
5 ● Paragraphs II and III	5	68%
6 ○ I don't know.	6	1%

OBJECTIVE 3: USE WHAT IS READ

Response 17

*3. What is the BEST way to find out if there is something about Eskimos in a book?

1 ● Look in the index.
2 ○ Look in the glossary.
3 ○ Look at the title page.
4 ○ Look through all the pages.
5 ○ Skim through the introduction.
6 ○ I don't know.

1	82%
2	8%
3	2%
4	0%
5	7%
6	1%

*4. Look at the labels from two cans of dog food. One can has more protein in it than the other. Fill in the circle below the dog food that contains more protein.

Ash	3%
Crude fiber	17%
Crude protein	65%
Crude fat	11%
Moisture	4%
Vitamin E	trace

PREMIUM DOG FOOD
A Beef Product

1 ●

Ash	2%
Crude fiber	45%
Crude protein	20%
Crude fat	30%
Moisture	3%
Vitamin E	trace

HEARTY DOG FOOD
A Balanced Meal

2 ○

2 ○ I don't know.

1	91%
2	7%
3	2%

*5. You want to call Mr. Jones on the telephone. You look in the telephone book for his number. You would find it between which names?

1 ○ Jackson and Jacobs
2 ○ Jacobs and James
3 ○ James and Johnson
4 ● Johnson and Judson
5 ○ Judson and Justus
6 ○ I don't know.

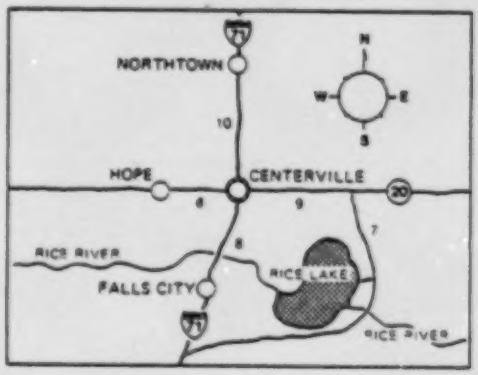
1	0%
2	0%
3	6%
4	89%
5	4%
6	1%

* Items 3, 4, and 5 appeared on the test for 9-year-olds as the same item numbers.

OBJECTIVE 3: USE WHAT IS READ

Response 17

Look at the road map and answer the three questions that follow it.



* 6. By car Northtown is closer to Rice Lake than to Hope.

1 ○ true	1	3%
2 ● false	2	97%
3 ○ I don't know.	3	1%

* 7. You can drive all the way from Northtown to Falls City on Highway 71.

1 ● true	1	99%
2 ○ false	2	1%
3 ○ I don't know.	3	0%

* 8. Highway 20 runs on the south side of Rice River.

1 ○ true	1	10%
2 ● false	2	89%
3 ○ I don't know.	3	1%

* Items 6, 7, and 8 appeared on the test for 9-year-olds as the same item numbers.

OBJECTIVE 3: USE WHAT IS READ

Response 17

Read the table of contents from a weekly news magazine and answer the three questions that follow it.

Art	54	People	37
Books	82	National	11
Business	7[illegible]	Press	66
Cinema	81	Science	51
Education	38	Sports	60
Law	52	Television	45
Medicine	59	Theater	64
Music	46	World	24

17. Under what heading would you look to locate the reviews of a current movie?

1 ●	Cinema	1	74%
2 ○	Business	2	1%
3 ○	Theater	3	21%
4 ○	Television	4	4%
5 ○	I don't know.	5	1%

18. On which page would you find science news?

1 ○	37	1	0%
2 ●	51	2	99%
3 ○	64	3	0%
4 ○	81	4	0%
5 ○	I don't know.	5	0%

19. Which article would you be MOST likely to find in this magazine?

1 ○	"The Life of Lou Genrig"	1	7%
2 ○	"How to Become a Golf Expert"	2	2%
3 ○	"A History of Baseball in America"	3	3%
4 ●	"Outstanding Sports Events of the Week"	4	72%
5 ○	I don't know.	5	15%

Any attempt to label an entire generation is unrewarding, and yet the generation which went through the last war, or at least could get a drink easily once it was over, seems to possess a uniform, general quality which demands an adjective. It was John Kerouac, the author of a fine, neglected novel "The Town and the City," who finally came up with it. It was several years ago, when the face was harder to recognize, but he had a sharp, sympathetic eye, and one day he said, "You know, this is really a beat generation." The origins of the word "beat" are obscure, but the meaning is only too clear to most Americans. More than mere weariness, it implies the feeling of having been used, of being raw. It involves a sort of nakedness of mind, and, ultimately, of soul; a feeling of being reduced to the bedrock of consciousness. In short, it means being undramatically pushed up against the wall of oneself. A man is beat whenever he goes for broke and wagers the sum of his resources on a single number; and the young generation has done that continually from early youth.

21. Where would you MOST likely find this paragraph?

1 ○ in the encyclopedia	1	10%
2 ● in a collection of essays	2	55%
3 ○ on a sports page	3	1%
4 ○ in the Dictionary of American Slang	4	28%
5 ○ I don't know.	5	6%

OBJECTIVE 3: USE WHAT IS READ

Response 17

Below is an excerpt from an automobile insurance policy. Look at it carefully and then answer the two questions that follow it.

4 The insurance afforded is only with respect to such of the following coverages as are indicated by specific premium charge or charges. The limit of the company's liability against each such coverage shall be as stated herein, subject to all the terms of this policy having reference thereto.

A BODILY INJURY LIABILITY		B PROPERTY DAMAGE LIABILITY	C MEDICAL PAYMENTS	D 1) Comprehensive Excluding Collision 2) Personal Effects	E COLLISION	F UNINSURED MOTORISTS		COVERAGES
Thousand Each Person	Thousand Each Occurrence	Thousand Each Occurrence	Each Person	1) Actual Cash Value 2) $100	Actual Cash Value Less	Thousand Each Person	Thousand Each Accident	LIMITS OF LIABILITY
								TOTAL PREMIUM
$25	$50	$10	$1000		$100 Deductible	$10	$20	
$37.80		$25.00	$9.00	$20.50	$45.10	$6.00		$143.40

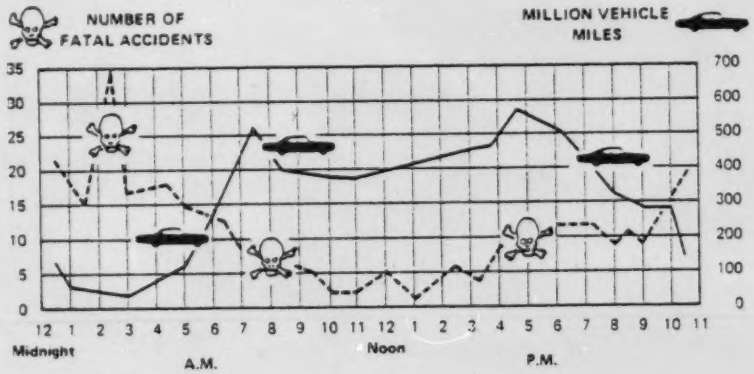
30. What is the maximum amount for which this policy covers medical bills?

1	●	$1,000	1 91%
2	○	$5,000	2 1%
3	○	$10,000	3 2%
4	○	$25,000	4 2%
5	○	I don't know.	5 4%

31. What is the maximum amount this policy would pay in case you injured another person in an automobile accident?

1	○	$25	1 42%
2	○	$1,000	2 30%
3	○	$5,000	3 1%
4	●	$25,000	4 15%
5	○	I don't know.	5 12%

This chart shows the number of fatal accidents (broken line) and the number of vehicle miles (solid line) in California, arranged according to the hour of the day. Look at the chart and then answer the three questions that follow it.



36. Most fatal accidents occurred between:

1	○	1 a.m. and 2 a.m.	6%
2	●	2 a.m. and 3 a.m.	86%
3	○	4 a.m. and 5 a.m.	2%
4	○	6 a.m. and 7 a.m.	1%
5	○	7 a.m. and 8 a.m.	3%
6	○	I don't know.	1%

Response 17

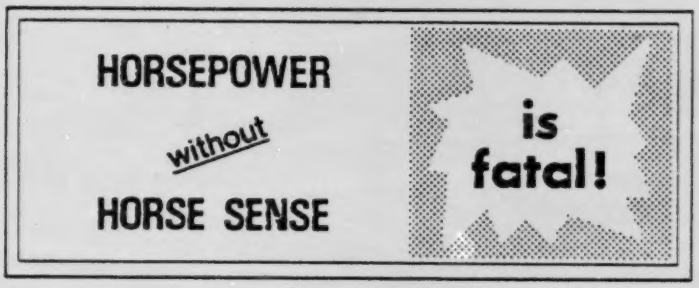
*10. Read the passage and answer the question that follows it.

Helen Keller was born in 1880 in Tuscumbia, Alabama. When she was two years old, she lost her sight and hearing as the result of an illness. In 1886 she became the pupil of Anne Sullivan, who taught Helen to "see" with her fingertips, to "hear" with her feet and hands, and to communicate with other people. Miss Sullivan succeeded in arousing Helen's curiosity and interest by spelling the names of objects into her hand. At the end of three years Helen had mastered both the manual and the braille alphabet and could read and write.

Miss Sullivan's method of teaching chiefly made use of what?

1 ○ writing	1	2%
2 ○ gestures	2	3%
3 ○ pictures	3	1%
4 ○ sound waves	4	1%
5 ● sense of touch	5	91%
6 ○ I don't know.	6	2%

* Item 10 appeared on the test for 9-year-olds as Item 11.



24. Where would you probably see this sign?

1 ● on a highway	1	70%
2 ○ on a gymnasium floor	2	2%
3 ○ at a racetrack for horses	3	25%
4 ○ in a grocery store	4	1%
5 ○ I don't know.	5	2%

26. Read the passage and complete the sentence that follows it.

Art says that the polar ice cap is melting at the rate of 3% per year. Bert says that this isn't true because the polar ice cap is really melting at the rate of 7% per year.

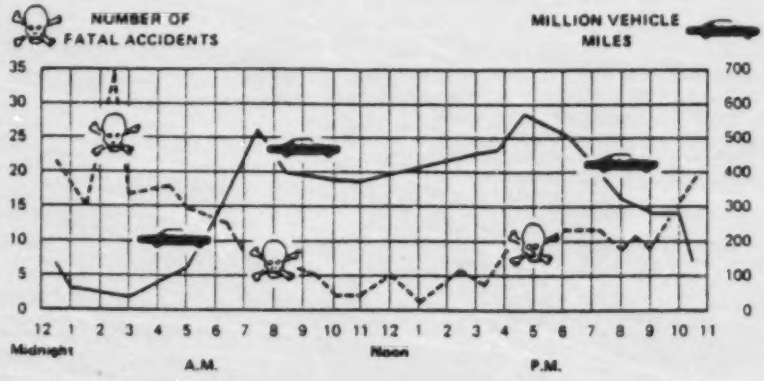
We know for CERTAIN that:

1 ○ Art is wrong.	1	1%
2 ○ Bert is wrong.	2	1%
3 ○ they are both wrong.	3	3%
4 ○ they both might be right.	4	11%
5 ● they can't both be right.	5	77%
6 ○ I don't know.	6	7%

OBJECTIVE 4: REASON LOGICALLY FROM WHAT IS READ

Response 17

This chart shows the number of fatal accidents (broken line) and the number of vehicle miles (solid line) in California, arranged according to the hour of the day. Look at the chart and then answer the three questions that follow it.



37. Given the information that California bars close at 2 a.m., what may one conclude from the graph?

1 ○ Many drivers who drink are on the road from 2 to 3 a.m.	1	30%
2 ○ Drivers who drink cause many auto deaths between 2 and 3 a.m.	2	30%
3 ○ There is little relation between drinking and traffic deaths.	3	3%
4 ○ There is a sharp increase of traffic on the road just after 2 a.m.	4	7%
5 ● While drunk driving may be related to auto deaths, the information given is inconclusive.	5	28%
6 ○ I don't know.	6	2%

38. All but one of the following factual conclusions can be reached from the data presented. Which statement goes beyond the data given in the chart?

1 ○ Fewer fatal accidents occur during the day than at night.	1	11%
2 ○ Driving at a time when most people would be sleepy is dangerous.	2	7%
3 ● Eating a good lunch tends to keep drivers alert to driving hazards.	3	48%
4 ○ Traffic becomes heavier at the end of the working day than at the beginning.	4	6%
5 ○ Just because there are few vehicles on the road is no reason to relax one's safety precautions.	5	23%
6 ○ I don't know.	6	4%

OBJECTIVE 4: REASON LOGICALLY FROM WHAT IS READ

Response 17

After two weeks of unusually high-speed travel we reached Xeno, a small planet whose population, though never before visited by Earthmen, was listed as "friendly" in the Interstellar Gazetteer.

On stepping lightly (after all, the gravity of Xeno is scarcely more than twice that of our own moon) from our spacecraft we saw that "friendly" was an understatement. We were immediately surrounded by Frangibles of various colors, mostly pinkish or orange, who held out their "hands" to us. Imagine our surprise when their "hands" actually merged with ours as we tried to shake them!

Then, before we could stop them (how could we have stopped them?), two particularly pink Frangibles simply stepped right into two eminent scientists among our party, who immediately lit up with the same pink glow. While occupied in this way, the scientists reported afterwards, they suddenly discovered they "knew" a great deal about Frangibles and life on Xeno.

Apparently Frangibles could take themselves apart atomically and enter right into any other substance. They communicated by thought waves, occasionally merging "heads" for greater clarity. Two Frangibles who were in love with each other would spend most of their time merged into one; they were a bluish-green color unless they were having a lover's quarrel, when they turned gray.

44. In order to find out about an object which interested him, what would a Frangible MOST likely do?

1 ○ take it apart	1	7%
2 ● enter into it	2	69%
3 ○ study it scientifically	3	11%
4 ○ ask earth scientists about it	4	4%
5 ○ wait to see if it would change color	5	5%
6 ○ I don't know.	6	3%

45. Which one of the following seems to be FALSE?

1 ○ The Frangibles had been visited before.	1	29%
2 ○ Space travel had progressed a great deal.	2	6%
3 ○ Xeno was a considerable distance from Earth.	3	8%
4 ● Earthmen were the only creatures to have traveled in space.	4	37%
5 ○ There was cooperation between inhabitants of various planets.	5	13%
6 ○ I don't know.	6	7%

OBJECTIVE 4: REASON LOGICALLY FROM WHAT IS READ

Response 17

I Skiing has recently become one of the more popular sports in the United States. Because of its popularity, thousands of winter vacationers are flying north rather than south. In many areas, reservations are required months ahead of time.

II I discovered the accommodation shortage through an unfortunate experience. On a sunny Saturday morning I set out from Denver for the beckoning slopes of Aspen, Colorado. After passing signs for other ski areas, I finally reached my destination. Naturally I lost no time in heading for the nearest tow. After a stimulating afternoon of miscalculated stem turns I was famished. Well, one thing led to another and it must have been eight o'clock before I concerned myself with a bed for my bruised and aching bones.

III It took precisely one phone call to ascertain the lack of lodgings in the Aspen area. I had but one recourse. My auto and I started the treacherous jaunt over the pass and back toward Denver. Along the way, I went begging for a bed. Finally a jolly tavernkeeper took pity and for only thirty dollars a night allowed me the privilege of staying in a musty, dirty, bathless room above his tavern.

40. The author's love for skiing is suggested in which paragraph(s)?

1 ○	Paragraph I	1	17%
2 ●	Paragraph II	2	59%
3 ○	Paragraph III	3	4%
4 ○	Paragraphs I and III	4	2%
5 ○	none of the paragraphs	5	17%
6 ○	I don't know.	6	1%

41. The author's problem would have been avoided if he had:

1 ○	not tired himself out skiing.	1	6%
2 ○	taken a bus instead of driving.	2	3%
3 ○	looked for food as soon as he arrived.	3	2%
4 ●	arranged for accommodations well ahead of his trip.	4	86%
5 ○	I don't know.	5	3%

APPENDIX B

Copies of Student Questionnaire Instruments

Questions About You

1. You are:

   1 ○ male
   2 ○ female

2. What grade are you in? (Fill in ONE circle.)

   1 ○ 2nd grade
   2 ○ 3rd grade
   3 ○ 4th grade
   4 ○ 5th grade
   5 ○ 6th grade

3. Which sentence below shows how you feel about school? (Fill in ONE circle.)

   1 ○ I really don't like school much at all.
   2 ○ Mostly I don't like school, but there are some things about it I like.
   3 ○ School is O.K., I guess, but there are some things about it I don't like.
   4 ○ Mostly I like school, but there are some things about it I don't like so much.
   5 ○ I really like school a lot.

4. How do you like your reading classes in school? (Fill in ONE circle.)

   1 ○ I don't like them very much.
   2 ○ They are O.K.
   3 ○ I like them a lot.

5. How often do you read outside of school for fun or pleasure? (Fill in ONE circle.)

1 ○ hardly ever
2 ○ once or twice a month
3 ○ once or twice a week
4 ○ almost every day

6. How often do you see one or both of your parents reading a book, a magazine, or a newspaper? (Fill in ONE circle.)

1 ○ hardly ever
2 ○ once or twice a month
3 ○ once or twice a week
4 ○ almost every day

7. In your spare time at home, your parents (fill in ONE circle):

1 ○ don't care whether or not you read
2 ○ sometimes suggest that you read
3 ○ encourage you to read as much as possible

8. How much do you feel your parents are involved in what you do in school (for example, visiting your teacher at school or asking you questions about your schoolwork or school activities)? (Fill in ONE circle.)

1 ○ hardly at all
2 ○ only a little
3 ○ quite a bit
4 ○ a lot

9. Do you feel that your teachers spend enough time with you so that you can learn to read well?

1 ○ yes
2 ○ no

How often are you given the following kinds of homework to do? (Fill in ONE circle for each kind.)

		almost every day	once or twice a week	once or twice a month or less often
10.	Practice work (for example, practicing arithmetic problems or spelling words)	1 ○	2 ○	3 ○
11.	Reading assignments (for example, reading a story, a book, or a chapter in a school book)	1 ○	2 ○	3 ○
12.	Writing assignments (for example, writing a story, a poem, or a book report)	1 ○	2 ○	3 ○
13.	Projects you do on your own (for example, building or making something to show others or finding out about something to describe to your class)	1 ○	2 ○	3 ○

14. Does your father or your mother work or have a job?

1 ◯ yes
2 ◯ no
3 ◯ I don't know.

15. If your father or your mother has a job, do they do any work like this?

1 ◯ yes
2 ◯ no
3 ◯ I don't know.

teacher; professor; medical doctor; dentist; lawyer; scientist; counselor; minister or rabbi; nurse; medical technician; social worker; engineer; own or manage a store, restaurant, business, factory, or farm

16. If your father or your mother has a job, do they do any work like this?

1 ◯ yes
2 ◯ no
3 ◯ I don't know.

salesperson for a company or store; sell real estate, insurance, or cars; secretary; clerk; baker; meat cutter; carpenter; electrician; mechanic; plumber; bricklayer; tailor; fire fighter; soldier; police officer; foreman over other workers

17. If your father or your mother has a job, do they do any work like this?

1 ◯ yes
2 ◯ no
3 ◯ I don't know.

factory worker; barber or beautician; bus driver; gas station service person; cashier; delivery work; streets department work; help others clean; janitor; doorman; farm worker

Questions About You

1. You are:

1 ○ male
2 ○ female

2. What grade are you in? (Fill in ONE circle.)

1 ○ 8th grade
2 ○ 9th grade
3 ○ 10th grade
4 ○ 11th grade
5 ○ 12th grade

3. Which sentence below shows how you feel about school? (Fill in ONE circle.)

1 ○ I really don't like school much at all.
2 ○ Mostly I don't like school, but there are some things about it I like.
3 ○ School is O.K., I guess, but there are some things about it I don't like.
4 ○ Mostly I like school, but there are some things about it I don't like so much.
5 ○ I really like school a lot.

4. In general, how much do you like reading? (Fill in ONE circle.)

1 ○ I don't like it very much.
2 ○ It's O.K.
3 ○ I like it a lot.

5. How often do you read outside of school for fun or pleasure? (Fill in ONE circle.)

1 ◯ hardly ever
2 ◯ once or twice a month
3 ◯ once or twice a week
4 ◯ almost every day

6. How often do you see one or both of your parents reading a book, a magazine, or a newspaper? (Fill in ONE circle.)

1 ◯ hardly ever
2 ◯ once or twice a month
3 ◯ once or twice a week
4 ◯ almost every day

7. In your spare time at home, your parents (fill in ONE circle):

1 ◯ don't care whether or not you read
2 ◯ sometimes suggest that you read
3 ◯ encourage you to read as much as possible

8. How much do you feel your parents are involved in what you do in school (for example, visiting your teacher at school or asking you questions about your schoolwork or school activities)? (Fill in ONE circle.)

1 ◯ hardly at all
2 ◯ only a little
3 ◯ quite a bit
4 ◯ a lot

9. Do you feel that your school did a good job in teaching you to read?

1 ◯ yes
2 ◯ no

How often are you given the following kinds of homework to do? (Fill in ONE circle for each kind.)

		almost every day	once or twice a week	once or twice a month or less often
10.	Drill work (for example, practicing arithmetic problems or spelling words)	1 ◯	2 ◯	3 ◯
11.	Reading assigned material (for example, library books or textbooks)	1 ◯	2 ◯	3 ◯
12.	Writing on assigned topics (for example, essays, term papers, or book reports)	1 ◯	2 ◯	3 ◯
13.	Work that requires you to think or act on your own (for example, doing a project or selecting a topic to research or study)	1 ◯	2 ◯	3 ◯

14. Does your father or your mother work or have a job?

1 ◯ yes
2 ◯ no
3 ◯ I don't know.

15. If your father or your mother has a job, do they do any work like this?

1 ◯ yes
2 ◯ no
3 ◯ I don't know.

teacher; professor; medical doctor; dentist; lawyer; scientist; counselor; minister or rabbi; nurse; medical technician; social worker; engineer; own or manage a store, restaurant, business, factory, or farm

16. If your father or your mother has a job, do they do any work like this?

1 ◯ yes
2 ◯ no
3 ◯ I don't know.

salesperson for a company or store; sell real estate, insurance, or cars; secretary; clerk; baker; meat cutter; carpenter; electrician; mechanic; plumber; bricklayer; tailor; fire fighter; soldier; police officer; foreman over other workers

17. If your father or your mother has a job, do they do any work like this?

1 ◯ yes
2 ◯ no
3 ◯ I don't know.

factory worker; barber or beautician; bus driver; gas station service person; cashier; delivery work; streets department work; help others clean; janitor; doorman; farm worker

18. To what extent do your parents want you to go to school or college after you finish high school? (Fill in ONE circle.)

1 ○ hardly at all
2 ○ only a little
3 ○ quite a bit
4 ○ a lot

19. After you leave high school, what do you plan to do? (Fill in ONE circle.)

1 ○ get a full-time job or enlist in the armed services
2 ○ get a full-time job and go to school at night
3 ○ get additional special training (nursing school, technical school, business school, etc.)
4 ○ attend a two-year junior or community college
5 ○ attend a regular four-year college or university
6 ○ I haven't decided.

20. Which of the following best describes the program or curriculum in which you are now enrolled? (Fill in ONE circle.)

1 ○ general program
2 ○ vocational program
3 ○ college-bound program
4 ○ business (commercial) program
5 ○ I don't know.

STOP DO NOT TURN THE PAGE UNTIL TOLD TO DO SO.

APPENDIX C

Copies of Principal Questionnaire Instruments

Massachusetts Statewide Educational Assessment 1977-78

PRINCIPAL QUESTIONNAIRE

Dear Principal:

Please answer the following questions relative to the FOURTH GRADE in your school. Thank you very much for your cooperation.

PLEASE RETURN NO LATER THAN MARCH 24, 1978

1. Four objectives in Reading are listed below. Please order them in terms of their importance or emphasis in the curriculum in your school for the grade indicated above. Put a "1" next to the objective which receives the most emphasis, a "4" next to the objective least emphasized, etc. Use each number (1, 2, 3, 4) only once.

READING OBJECTIVE	ORDER
A. Comprehend what is read.	____
B. Analyze what is read.	____
C. Use what is read.	____
D. Reason logically from what is read.	____

2. How satisfied are you with the level of achievement by students in the fourth grade for these objectives? Check the appropriate box.

READING OBJECTIVE	SATISFACTION LEVEL			
	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
A. Comprehend what is read.	1 ☐	2 ☐	3 ☐	4 ☐
B. Analyze what is read.	1 ☐	2 ☐	3 ☐	4 ☐
C. Use what is read.	1 ☐	2 ☐	3 ☐	4 ☐
D. Reason logically from what is read.	1 ☐	2 ☐	3 ☐	4 ☐

3. Indicate the TWO major ways in which fourth-grade reading achievement in your school could be improved. (Check two.)

1 ____ better instructional materials

2 ____ more time for teaching reading

3 ____ smaller classes

4 ____ more inservice training for teachers

5 ____ additional specialized reading teachers

6 ____ more aides or tutors for reading classes

7 ____ other; please specify: _____

8 ____ none of the above

4. Do you believe that all students must meet some specified minimum standard of achievement in reading, writing, and mathematics as one requirement for the awarding of the high school diploma?

1 ____ yes

2 ____ no

3 ____ I'm not sure.

5. Which of the following do you believe should be responsible for setting minimal competency standards to be used as a basis for the awarding or denial of the high school diploma? (Check one.)

1 ____ local education agencies

2 ____ State Board of Education

3 ____ Legislature

4 ____ both local education agencies and the State Board of Education

5 ____ other; please specify: _____

6 ____ none of the above

6. Is your school an ESEA Title I school:

1 ____ yes

2 ____ no

7. How would you rate parental support of your school's policies and procedures? Circle one.

Excellent	Good	Average	Fair	Poor
1	2	3	4	5

8. How would you rate the attitudes of the majority of your students toward school and learning? Circle one.

Excellent	Good	Average	Fair	Poor
1	2	3	4	5

9. Please look at page 2 of your School Register. From the Quarterly Reports section, please provide us with the percentage of attendance for the first and second quarters of this year for grade four (total of all classes). Note: Principals of Boston schools need not complete this question. Attendance information will be obtained from the Department of Management Information.

First Quarter	Second Quarter
____%	____%

10. Is there a reading specialist assigned to your school on a regular basis?

1 ____ yes, full time

2 ____ yes, part time

3 ____ no

Massachusetts Statewide Educational Assessment 1977-78

PRINCIPAL QUESTIONNAIRE

Dear Principal:

Please answer the following questions relative to the ELEVENTH GRADE in your school. Thank you very much for your cooperation.

PLEASE RETURN NO LATER THAN MARCH 24, 1978

1. Four objectives in Reading are listed below. Please order them in terms of their importance or emphasis in the curriculum in your school for the grade indicated above. Put a "1" next to the objective which receives the most emphasis, a "4" next to the objective least emphasized, etc. Use each number (1, 2, 3, 4) only once.

READING OBJECTIVE	ORDER
A. Comprehend what is read.	____
B. Analyze what is read	____
C. Use what is read.	____
D. Reason logically from what is read.	____

2. How satisfied are you with the level of achievement by students in the eleventh grade for these objectives? Check the appropriate box.

READING OBJECTIVE	SATISFACTION LEVEL			
	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
A. Comprehend what is read.	1 ☐	2 ☐	3 ☐	4 ☐
B. Analyze what is read.	1 ☐	2 ☐	3 ☐	4 ☐
C. Use what is read.	1 ☐	2 ☐	3 ☐	4 ☐
D. Reason logically from what is read.	1 ☐	2 ☐	3 ☐	4 ☐

3. Indicate the TWO major ways in which eleventh-grade reading achievement in your school could be improved. (Check two.)

1 ____ more tutorial or remedial classes

2 ____ better instructional materials for remedial classes

3 ____ more inservice training for my teachers in upgrading reading skills

4 ____ curriculum materials more relevant to the reading level and interest of my students

5 ____ additional specialized reading teachers

6 ____ other; please specify: _____

7 ____ none of the above

4. Do you believe that all students must meet some specified minimum standard of achievement in reading, writing, and mathematics as one requirement for the awarding of the high school diploma?

1 ____ yes

2 ____ no

3 ____ I'm not sure.

5. Which of the following do you believe should be responsible for setting minimal competency standards to be used as a basis for the awarding or denial of the high school diploma? (Check one.)

1 ____ local education agencies

2 ____ State Board of Education

3 ____ Legislature

4 ____ both local education agencies and the State Board of Education

5 ____ other; please specify: _____

6 ____ none of the above

6. Is your school an ESEA Title I school:

1 ____ yes

2 ____ no

7. How would you rate parental support of your school's policies and procedures? Circle one.

Excellent	Good	Average	Fair	Poor
1	2	3	4	5

8. How would you rate the attitudes of the majority of your students toward school and learning? Circle one.

Excellent	Good	Average	Fair	Poor
1	2	3	4	5

9. Please look at page 2 of your School Register. From the Quarterly Reports section, please provide us with the percentage of attendance for the first and second quarters of this year for grade 11 (total of all classes). Note: Principals of Boston schools need not complete this question. Attendance information will be obtained from the Department of Management Information.

First Quarter	Second Quarter
____%	____%

APPENDIX D

Identification of Region and Kind of Community for Massachusetts School Districts

Identification of Region* and Kind of Community** for Massachusetts School Districts

School System	Region	KOC
Local Public Schools		
Abington	4	3
Acton	2	3
Acushnet	4	4
Agawam	5	4
Amesbury	2	4
Amherst Union 26	5	3
Andover	2	3
Arlington	1	3
Ashburnham Union 56	6	4
Ashfield Union 65	3	4
Ashland	6	3
Athol	6	4
Attleboro	4	4
Auburn	6	2
Avon	1	3
Ayer	2	4
Barnstable	4	4
Barre Union 63	6	4
Bedford	2	3
Belchertown	5	4
Bellingham	6	4
Belmont	1	3
Berkley Union 37	4	4
Berlin Union 60	6	4
Bernardston Union 18	3	4
Beverly	2	3
Billerica	2	4
Blackstone Union 44	6	4
Bolton Union 47	6	4
Boston	1	1
Bourne Union 10	4	4
Boxborough Union 42	2	4
Boxford Union 58	2	3
Boylston Union 60	6	3
Braintree	1	3
Brewster Union 54	4	4
Bridgewater	4	4
Brimfield Union 61	6	4
Brockton	4	1
Brookfield Union 6[illegible]	6	4
Brookline	1	3
Burlington	2	3
Cambridge	1	2
Canton	1	3
Carlisle	2	3
Carver Union 62	4	4
Chatham	4	4
Chelmsford	2	3
Chelsea	1	2
Chesterfield Union 66	3	4
Chicopee	5	1
Chilmark Union 19	4	4
Clarksburg Union 43	3	4
Clinton	6	4
Cohasset	1	3
Concord	1	3
Conway Union 38	3	4
Danvers	2	3
Dartmouth	4	4
Dedham	1	3
Deerfield Union 38	3	4
Dennis Union 11	4	4
Dighton Union 37	4	4
Douglas	6	4
Dover Union 50	6	3
Dracut	2	4
Dunstable Union 46	2	4
Duxbury	4	3
East Bridgewater	4	4
East Brookfield Union 7	6	4
Eastham Union 54	4	4
Easthampton	5	2
East Longmeadow	5	3
Easton	4	3
Edgartown Union 19	4	4
Erving Union 28	6	4
Essex Union 48	2	4
Everett	1	2
Fairhaven	4	4
Fall River	4	1
Falmouth	4	4
Fitchburg	6	1
Florida Union 43	3	4
Foxborough	4	3
Framingham	6	3
Franklin	6	4
Freetown Union 34	4	4
Gardner	6	4
Georgetown	2	4
Gill Union 18	3	4
Gloucester	2	4
Goshen Union 66	3	4
Gosnold Union 37	4	4
Grafton	6	3
Granby	5	4
Granville Union 39	3	4
Greenfield	3	4
Groton Union 46	2	3
Groveland Union 53	2	4
Hadley	5	4
Halifax Union 31	4	4
Hamilton Union 57	2	3
Hampden	5	4
Hancock Union 69	3	4
Hanover	4	3
Hanson	4	4
Hardwick Union 63	6	4
Harvard	6	4
Harwich	4	4
Hatfield	5	4
Haverhill	2	1
Hingham	1	3
Holbrook	1	3
Holden Union 64	6	3
Holland Union 61	6	4
Holliston	6	3
Holyoke	5	1
Hopedale	6	4
Hopkinton	6	3
Hubbardston Union 63	6	4
Hudson	6	3
Hull	4	3
Ipswich	2	4
Kingston Union 31	4	4
Lakeville Union 34	4	4
Lancaster	6	4
Lanesborough Union 69	3	4
Lawrence	2	1
Lee Union 29	3	2
Leicester	6	4
Lenox	3	4
Leominster	6	1

* Region Definitions: 1 = Boston Region; 2 = Northeast Region; 3 = Pittsfield Region; 4 = Southeast Region; 5 = Springfield Region; 6 = Central Mass. Region

** KOC Definitions: 1 = Big city; 2 = Industrial suburb; 3 = Residential suburb; 4 = Other

School System	Region	KOC
Leverett Union 28	5	4
Lexington	1	3
Leyden Union 18	3	4
Lincoln	1	3
Littleton	2	3
Longmeadow	5	3
Lowell	2	1
Ludlow	5	4
Lunenburg	6	4
Lynn	2	2
Lynnfield	2	3
Malden	1	2
Manchester Union 48	2	3
Mansfield	4	4
Marblehead	2	3
Marion Union 55	4	4
Marlborough	6	4
Marshfield	4	3
Mashpee Union 10	4	4
Mattapoisett Union 55	4	4
Maynard	2	4
Medfield	6	3
Medford	1	2
Medway	6	4
Melrose	1	3
Merrimac Union 53	2	4
Methuen	2	4
Middleborough	4	4
Middleton	2	3
Milford	6	4
Millbury	6	2
Millis	6	3
Millville Union 44	6	4
Milton	1	3
Monroe Union 43	3	4
Monson	5	2
Montague	3	4
Nahant	2	3
Nantucket	4	4
Natick	6	3
Needham	1	3
New Bedford	4	1
New Braintree Union 12	6	4
Newbury Union 68	2	3
Newburyport	2	4
New Salem Union 28	6	4
Newton	1	3
Norfolk	4	3
North Adams	3	4
Northampton	5	4
North Andover	2	3
North Attleborough	4	4
Northborough Union 3	6	3
Northbridge	6	1
North Brookfield Union	6	4
Northfield Union 18	3	4
North Reading	2	3
Norton	4	4
Norwell	4	3
Norwood	1	3
Oak Bluffs Union 19	4	4
Oakham Union 63	6	4
Orange	6	4
Orleans Union 54	4	4
Otis Union 29	3	4
Oxford	6	4
Palmer	5	4
Paxton Union 64	6	3
Peabody	2	2
Pelham Union 26	5	4
Pembroke Union 31	4	3
Petersham	6	4
Phillipston Union 1	6	4
Pittsfield	3	1
Plainville	4	4
Plymouth Union 62	4	4
Plympton Union 31	4	4
Princeton Union 64	6	4
Provincetown Union 14	4	4
Quincy	1	2
Randolph	1	3
Raynham	4	3
Reading	2	3
Rehoboth Union 37	4	4
Revere	1	2
Richmond Union 69	3	4
Rochester Union 55	4	4
Rockland	4	3
Rockport	2	3
Rowe Union 65	3	4
Rowley Union 68	2	4
Royalston Union 1	6	4
Rutland Union 64	6	4
Salem	2	2
Salisbury Union 68	2	4
Sandisfield Union 39	3	4
Sandwich Union 10	4	4
Saugus	2	3
Savoy Union 43	3	4
Scituate	4	3
Seekonk	4	3
Sharon	1	3
Sherborn Union 50	6	3
Shirley Union 42	2	4
Shrewsbury	6	3
Shutesbury Union 28	5	4
Somerset	4	4
Somerville	1	2
Southampton Union 66	3	4
Southborough Union 3	6	3
Southbridge	6	4
South Hadley	5	4
Southwick Union 39	3	4
Spencer	6	4
Springfield	5	1
Sterling Union 64	6	4
Stoneham	2	3
Stoughton	4	4
Stow Union 47	6	3
Sturbirdge Union 61	6	3
Sudbury	1	3
Sunderland Union 38	3	4
Sutton	6	4
Swampscott	2	3
Swansea	4	4
Taunton	4	4
Templeton Union 1	6	3
Tewksbury	2	3
Tisbury Union 19	4	4
Topsfield Union 58	2	3
Truro Union 14	4	4
Tyngsborough	2	4
Tyringham Union 29	3	4
Uxbridge	6	4
Wakefield	2	3
Wales Union 61	6	4
Walpole	1	3
Waltham	1	2
Ware	5	4
Wareham	4	4
Warren Union 12	6	2
Warwick Union 18	3	4
Watertown	1	2
Wayland	1	3

School System	Region	KOC
Webster	6	4
Wellesley	1	3
Wellfleet Union 54	4	4
Wendell Union 28	6	4
Wenham Union 57	2	3
Westborough	6	3
West Boylston	6	3
West Bridgewater	4	4
West Brookfield Union 12	6	4
Westfield	5	4
Westford	2	3
Westhampton Union 66	3	4
Westminster Union 56	6	4
West Newbury Union 53	2	4
Weston	1	3
Westport	4	4
West Springfield	5	4
West Tisbury Union 19	4	4
Westwood	1	3
Weymouth	1	3
Whately Union 38	3	4
Whitman	4	4
Wilbraham	5	3
Williamsburg Union 66	3	4
Williamstown	3	3
Wilmington	2	3
Winchendon	6	4
Winchester	2	3
Winthrop	1	3
Woburn	2	3
Worcester	6	1
Wrentham	4	3
Yarmouth Union 11	4	4

Academic Regional Schools

School System	Region	KOC
Acton-Boxborough	2	3
Adams-Cheshire	3	4
Amherst-Pelham	5	3
Ashburnham-Westminster	6	4
Athol-Royalston	6	4
Berkshire Hills	3	4
Berlin-Boylston	6	3
Blackstone-Millville	6	4
Bridgewater-Raynham	4	4
Buckland-Shelburne	3	4
Central Berkshire	3	3
Concord-Carlisle	1	3
Dennis-Yarmouth	4	4
Dighton-Rehoboth	4	4
Dover-Sherborn	6	3
Dudley-Charlton	6	4
Freetown-Lakeville	4	4
Frontier	3	4
Gateway	3	4
Gill-Montague	3	4
Groton-Dunstable	2	3
Hamilton Wenham	2	3
Hampden-Wilbraham	5	3
Hampshire	3	4
Hawlemont	3	4
King Philip	4	3
Lincoln-Sudbury	1	3
Martha's Vineyard	4	4
Masconomet	2	3
Mendon-Upton	6	4
Mount Greylock	3	4
Mohawk Trail	3	4
Narragansett	6	3
Nashoba	6	4
Nauset	4	4
New Salem-Wendell	6	4
Northboro-Southboro	6	3
North Middlesex	2	4
Old Rochester	4	4
Pentucket	2	3
Pioneer Valley	3	4
Plymouth-Carver	4	4
Quabbin	6	4
Ralph C. Mahar	6	4
Silver Lake	4	3
Southern Berkshire	3	4
Spencer-East Brookfield	6	4
Tantasqua	6	4
Triton	2	4
Wachusett	6	3
Warren-West Brookfield	6	2
Whitman-Hanson	4	4

Vocational-Technical Regional Schools

School System	Region	KOC
Assabet Valley	6	3
Blackstone Valley Reg	6	4
Blue Hills Voc	1	3
Bristol-Plymouth Voc-Tech	4	4
Cape Cod Reg Voc	4	4
Franklin County	3	4
Greater Fall River	4	1
Greater Lawrence	2	1
Greater Lowell Voc-Tech	2	4
Greater New Bedford Voc-Tech	4	1
South Middlesex Voc-Tech Reg	6	3
Minuteman Voc-Tech	2	3
Montachusett Voc-Tech	6	4
Northern Berkshire Voc	3	4
Nashoba Valley Tech	2	3
Northeast Metro Voc	2	3
North Shore Reg Voc	2	3
Old Colony Reg Voc	4	4
Pathfinder Voc-Tech	6	4
Shawsheen Valley Voc-Tech	2	3
Southeastern	4	1
South Shore Voc-Tech	4	3
South Worcester County Voc	6	4
Tri County Reg Voc-Tech	6	4
Upper Cape Cod Voc-Tech	4	4
Whittier Voc	2	4

APPENDIX E

Copies of All Correspondence with
School District Personnel

National Evaluation Systems, Inc.

November 7, 1977

Dear Superintendent:

Enclosed you will find materials describing this year's Statewide Educational Assessment Program and a detailed description of the Local Option component being introduced this year.

The enclosed materials include the following:

- a letter from Acting Commissioner, Michael Daly
- a question-and-answer brochure
- a flyer describing the Local Option, including copies of sample results reports (yellow)
- a district information form (blue) to be completed and returned to NES not later than November 29, 1977
- a Local Option participation form (pink) to be completed and returned to NES not later than November 29, 1977
- a self-addressed postage-paid envelope

If you have any questions regarding the Local Option, please call Dr. Dorit Sejwacz at (413) 549-2846. Thank you in advance for your attention and cooperation.

Regards,

William Phillip Gorth

William Phillip Gorth, Ph.D.
President

WPG/bg
Enclosures

P.O. Box 226,
Amherst, Mass. 01002

East Coast Office
telephone: (413) 549-1071

The Commonwealth of Massachusetts
Department of Education

31 St. James Avenue, Boston, Massachusetts 02116

MEMORANDUM

TO: Superintendent of Schools

FROM: Michael J. Daly MJD
Acting Commissioner of Education

RE: Statewide Educational Assessment Program - 1977-78
Local Option Testing

During the 1977-78 school year the Massachusetts Department of Education will conduct a Statewide Educational Assessment Program in two areas: Reading and Career and Occupational Development. The assessment will provide information about the achievement of 9 and 17 year old Massachusetts students in Reading and that of 13 and 17 year olds in Career and Occupational Development. Test instruments, test administrations, and student sampling will be modeled after procedures used in the 1974-75 statewide assessment and those used by the National Assessment of Educational Progress.

In addition, the Department of Education is implementing a new assessment component this year. In response to the requests of local personnel that information be made available to them for use in local program assessment and planning, a local assessment option will be provided.

Each district may elect to test all age-eligible students or any portion of those students using the test instruments developed for the statewide assessment program. Results of this testing will be reported directly to the district and will not be submitted to the Department of Education. Participation in the local option will be completely voluntary. Districts choosing to participate will contract directly with National Evaluation Systems, Inc. (NES) of Amherst, Massachusetts, the contract agency conducting the 1977-78 assessment program.

Further details regarding procedures and costs of the local option are described in the enclosed materials.

MJD:b
Enci.

Massachusetts Statewide Educational Assessment 1977-78

INFORMATION FLYER

During 1977-78 the Massachusetts Department of Education (MDE) will again conduct a statewide educational assessment. This year the assessment will focus on the following subject areas, each at two different age levels:

- Reading (*9- and *17-year-olds)
- Career and Occupational Development (*13- and *17-year-olds)

Testing will occur during February and March, 1978.

National Evaluation Systems, Inc. (NES) of Amherst, Massachusetts, is under contract to MDE to conduct the assessment. NES will act as the liaison between Massachusetts school systems and MDE and will be responsible for the administration of major assessment activities.

The assessment will be performed in two steps:

- *STEP 1: STATEWIDE TESTING.* A sample of students at each age level will be selected according to a sophisticated sampling plan. Implementation of the sampling plan will determine the individual students to be tested and will ensure the representation of students from all regions and communities of all kinds in the state of Massachusetts. From the performance of each sample, reliable estimates will be made of the performance of all students in the age group.

- *STEP 2: LOCAL ASSESSMENT OPTION.* Local district personnel may elect to test students in their own districts at one or both of the two age levels and in one or both of the subject areas being assessed, using the customized tests designed for Step 1. Local

---

* The age definitions are as follows:

9-year-olds — born during 1968
13-year-olds — born during 1964
17-year-olds — born October 1960 through September 1961

testing will occur simultaneously with statewide testing. Participation in the local option will allow each district to compare the performance of its students in various regions of the state and in various kinds of communities. In addition, on test items drawn from material of the National Assessment of Educational Progress, local districts will be able to make comparisons with results for the nation and the Northeast region of the country. This service must be funded by the district on a per-pupil basis. Each district electing to participate will contract directly with NES.

The Local Assessment Option

Local districts may elect to test all of their students at either or both of the specified age levels and in either or both of the subject areas. If a district elects to test its students (at either age level or in either subject area), the following services will be provided by NES. For each age level and each subject area:

- training of test coordinators or administrators in test administration procedures at one of two regional workshops
- delivery and pick-up of test booklets
- editing and scoring of tests and data analysis
- complete results reports as described below

Two copies of each results report produced by NES will be provided. The reports are listed below, and samples of each type are enclosed (yellow).

FOR EACH CLASS:

- a Student Objective Achievement Report (see Sample #1)
- a Class Item Analysis Report (see Sample #2)
- a Class Objective Summary Report (see Sample #3)
- a Class Questionnaire Report (see Sample #4)

FOR EACH SCHOOL:

- a School Item Analysis Report (see Sample #2)
- a School Objective Summary Report (see Sample #3)
- a School Questionnaire Report (see Sample #4)

FOR THE DISTRICT:

- a District Item Analysis Report (see Sample #2)
- a District Objective Summary Report (see Sample #3)
- a District Questionnaire Report (see Sample #4)

The cost is $1.85 per student in each subject area at each age level (minimum: $75 per district). In addition, the following ADDITIONAL services are available at the costs listed:

1) assistance in the interpretation of results for one age level in one subject area at a REGIONAL workshop for one or more members of the school district — $9.00/person

2) conduct of a workshop WITHIN a local school district in the interpretation of the results in one subject area — $200.00/person

3) development and implementation of local benchmark procedures for each school district (comparison of results with local teacher expectations) — $200.00/session

4) a written report interpreting the district-wide averages in comparison to the statewide assessment results for one age level in one subject area — $200.00/report

Enclosed is a Local Option Participation Form (pink) which should be filled out to indicate whether your district plans to participate in the local assessment option. This form must be completed and returned to NES in the self-addressed postage-paid envelope enclosed as soon as possible, but not later than November 29, 1977. Instructions for

completing the form are attached to the form. At present you will indicate only whether you wish to participate in the basic option. At a later time we will ask you to indicate whether you wish any of the ADDITIONAL services listed above.

If any schools in your district have been randomly selected for participation in the statewide phase of the assessment program, you will be notified shortly. However, this should present no problem. Detailed procedures have been developed and will be provided to districts participating in both the statewide assessment and the local option. No student will be tested twice. Furthermore, the anonymity of individual students, schools, and districts selected for participation in the statewide assessment will be maintained regardless of whether or not they are participating in the local option.

Also enclosed you will find a District Information Form (blue) which should be returned along with the Local Option Participation Form by November 29, 1977. This form acknowledges your receipt of this mailing and provides NES with the names of district-level personnel who should receive future mailings instead of, or in addition to, yourself. It also contains space for any special instructions or comments you may have regarding contact with your district.

If we can supply any further information, please call us at (413) 549-2846. Thank you in advance for your attention and cooperation.

SAMPLE #1

MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT PROGRAM
(SUBJECT AREA) 1977-78

STUDENT OBJECTIVE ACHIEVEMENT REPORT BY CLASS

GRADE 8
CLASS - 8-2

DISTRICT - HEARTLAND PUBLIC SCHOOLS
SCHOOL - WELLS

14 STUDENTS TOOK THE TEST - FEB/MARCH 1978

PERCENT OF ITEMS ANSWERED CORRECTLY

STUDENT NAME	OBJECTIVE NO. / NO. OF ITEMS	1 4	2 4	3 4	4 4	5 4	6 4	7 4	8 4	9 4	10 4	11 4	12 4	13 4	14 5	15 5	...	ALL ITEMS 66
ABBOT GARY		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x
BAKER JOAN		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x
BERRY DAVID		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x
CANDY ALAN		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x
FOLEY BRIAN		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x
GORTH CAROL		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x
LYLE KATHY		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x
LYON SUSAN		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x
MASON LISA		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x
PHAUP SCOTT		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x
ROSE BRUCE		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x
SAKS JODI		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x
TREME AMY		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x
WEBER SCOTT		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x

SAMPLE #2

MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT PROGRAM
(SUBJECT AREA) 1977-78

CLASS ITEM ANALYSIS REPORT

GRADE 8
CLASS - 8-2

DISTRICT - HEARTLAND PUBLIC SCHOOLS
SCHOOL - WELLS

30 STUDENTS TOOK THE TEST - FEB/MARCH 1978

QUESTION POSITION	CORRECT ANSWER	PERCENT CORRECT	DISTRIBUTION OF RESPONSES (%) NR	1	2	3	4	5	6
OBJECTIVE 1	(THE TEXT OF OBJECTIVE 1 WILL BE PRINTED HERE)								
1	1	79	0	79	0	0	19		
6	3	12	6	2	41	12	36		
11	1	92	0	92	3	2	2		
16	3	50	2	15	15	50	16		
OBJECTIVE 2	(THE TEXT OF OBJECTIVE 2 WILL BE PRINTED HERE)								
2	3	71	0	6	8	71	11		
7	2	80	0	15	80	2	1		
12	2	27	6	24	27	18	23		
17	3	32	6	25	19	32	16		
OBJECTIVE 3	(THE TEXT OF OBJECTIVE 3 WILL BE PRINTED HERE)								
3	3	66	3	17	5	66	6		
8	3	82	0	8	6	82	2		
13	4	70	3	2	14	7	70		
18	20.00	42							

NOTE: DATA ARE PROVIDED FOR EACH OF THE OBJECTIVES. A SIMILAR REPORT IS PROVIDED FOR DISTRICT-WIDE AND SCHOOL-WIDE RESULTS.

SAMPLE #3

MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT PROGRAM
(SUBJECT AREA) 1977-78

CLASS OBJECTIVE SUMMARY REPORT

GRADE 8
CLASS - 8-2

DISTRICT - HEARTLAND PUBLIC SCHOOLS
SCHOOL - WELLS

24 STUDENTS TOOK THE TEST - FEB/MARCH 1978

	OBJECTIVE	NUMBER OF ITEMS	AVG NUMBER CORRECT	AVG PERCENT CORRECT
1	(THE TEXT OF OBJECTIVE 1 WILL BE PRINTED HERE)	4	1.8	44
2	(THE TEXT OF OBJECTIVE 2 WILL BE PRINTED HERE)	4	2.3	57
3	(THE TEXT OF OBJECTIVE 3 WILL BE PRINTED HERE)	4	3.7	92
4	(THE TEXT OF OBJECTIVE 4 WILL BE PRINTED HERE)	4	3.6	90
5	(THE TEXT OF OBJECTIVE 5 WILL BE PRINTED HERE)	4	3.2	80
6	(THE TEXT OF OBJECTIVE 6 WILL BE PRINTED HERE)	4	2.7	68
7	(THE TEXT OF OBJECTIVE 7 WILL BE PRINTED HERE)	4	2.2	54
8	(THE TEXT OF OBJECTIVE 8 WILL BE PRINTED HERE)	4	3.6	90
⋮	⋮	⋮	⋮	⋮

TOTAL TEST SCORES

AVERAGE NUMBER CORRECT = 44.7 STANDARD DEVIATION = 7.5 AVERAGE PERCENT CORRECT = 68

NOTE: DATA ARE PROVIDED FOR EACH OF THE OBJECTIVES. A SIMILAR REPORT IS PROVIDED FOR SCHOOL-WIDE AND DISTRICT-WIDE RESULTS.

SAMPLE #4

MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT PROGRAM
(SUBJECT AREA) 1977-78

CLASS QUESTIONNAIRE REPORT

GRADE 8
CLASS - 8-2

DISTRICT - HEARTLAND PUBLIC SCHOOLS
SCHOOL - WELLS

24 STUDENTS TOOK THE TEST - FEB/MARCH 1978

	NUMBER OF STUDENTS	PERCENT OF STUDENTS
WHAT SEX ARE YOU?		
1. MALE	8	33
2. FEMALE	16	67
CONSIDER THE COURSES YOU ARE TAKING THIS YEAR, WOULD YOU SAY YOU ARE:		
1. IN THE GENERAL PROGRAM	9	37
2. IN THE VOCATIONAL PROGRAM	3	13
3. IN THE COLLEGE-BOUND PROGRAM	10	42
4. IN SOME OTHER SPECIAL PROGRAM	2	8
5. DON'T KNOW	0	0
HOW MANY TIMES IN THE LAST 12 MONTHS HAVE YOU DISCUSSED CAREER PLANS WITH THE GUIDANCE COUNSELOR IN YOUR SCHOOL?		
1. NONE	4	17
2. ONCE OR TWICE	8	33
3. THREE TIMES OR MORE	8	33
4. THERE IS NO GUIDANCE COUNSELOR	4	17

NOTE: THE QUESTIONS FOR THE STUDENT QUESTIONNAIRE HAVE NOT YET BEEN SELECTED. THOSE GIVEN ABOVE ARE EXAMPLES OF THE TYPE OF QUESTIONS ASKED IN THE 1974-75 MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT. A SIMILAR REPORT IS PROVIDED FOR SCHOOL-WIDE AND DISTRICT-WIDE RESULTS.

Massachusetts Statewide Educational Assessment 1977-78

INSTRUCTIONS FOR COMPLETING THE LOCAL OPTION PARTICIPATION FORM

Please check the appropriate box to indicate whether or not your district will participate in the local option. Whether or not you plan to participate, complete the reverse side of the form, and mail the signed form back to National Evaluation Systems (NES). If you do plan to participate, please complete the table on the form as follows:

1. Number of Students to be Tested

You may choose to test students in your district in either one or both of the subject areas. In each subject area, you may choose to test students at either one or both of the age levels listed on the attached form.

You will be charged $1.85/student for the total number of students that you list on the attached form.

On each of the four lines, write your estimate of the number of students that will be tested. If you do not wish to test in a particular subject area at a particular age level, write "0" on that line.

2. Student Selection

For the statewide assessment, all age-eligible students (regardless of what grade they are in) have a chance of being selected to participate. In order to be able to make direct comparisons between your results and those of the statewide assessment, we recommend that you also use the same procedures for selecting students to be tested in your district. Check column 2 beside any subject area/age level in which you are planning to use this procedure for selecting students to be tested.

However, you may decide for practical reasons to test only age-eligible students within a particular grade.

That is, 9-year-olds in grade 4
13-year-olds in grade 8
and/or 17-year-olds in grade 11.

Should you choose to do this, please be aware that comparisons between your results and those of the statewide assessment will not be as accurate, since not all age-eligible students in the statewide sample are in the above listed grades. Check column 3 beside any subject area/age level in which you are planning to use this procedure for selecting students to be tested.

A third alternative for selecting students to be tested is simply to choose to test only students in the fourth and/or eighth and/or eleventh grade regardless of their ages. However, please be advised that this procedure is the least meaningful of the three procedures in terms of comparisons of local results with statewide results. Check column 4 beside any subject area/age level in which you are planning to use this procedure for selecting students to be tested.

3. Testing All or a Portion of the Eligible Students

Regardless of which procedure you choose for selecting students, you may test either all eligible students or some portion of the students. If your purpose is diagnostic, we recommend that you test all eligible students. If your purpose is to evaluate a particular program, you may wish to test only a sample of your students.

Beside each subject area and age level in which you wish to test, check column 5 (if you will be testing all eligible students) or column 6 (if you will be testing only some portion of the eligible students).

CALL DORIT SEJWACZ AT (413) 549-2846 IF YOU HAVE QUESTIONS.

FOR YOUR INFORMATION

When we receive your completed participation form, NES will contact you to:

1) confirm your participation
2) provide you with details of the local testing program (e.g., exact testing dates)
3) find out whether you wish to purchase any of the ADDITIONAL services

Massachusetts Statewide Educational Assessment 1977-78

LOCAL OPTION PARTICIPATION FORM

Return no later than November 29, 1977

Will your school district participate in some part of the local assessment program?

☐ yes ☐ no

If YES, please complete the table below. Read the attached directions before completing the form.

Subject Area/ Age Level	Number of Students to be Tested $ 1.85/student $75.00 minimum	PROCEDURE FOR STUDENT SELECTION			ALL OR A PORTION OF STUDENTS	
		(2) Age-Eligible Regardless of Grade	(3) Age-Eligible Within Grade	(4) Within Grade Regardless of Age	(5) All Students	(6) Portion of Students
READING						
9-year-olds	_____	☐	☐	☐	☐	☐
17-year-olds	_____	☐	☐	☐	☐	☐
COD						
13-year-olds	_____	☐	☐	☐	☐	☐
17-year-olds	_____	☐	☐	☐	☐	☐

SEE OTHER SIDE

Test materials should be sent to:

Name: _____

District: _____

Address: _____

THIS DOCUMENT SERVES AS A LEGALLY-BINDING PURCHASE ORDER. PLEASE BE SURE THAT IT IS SIGNED BY AN AUTHORIZED INDIVIDUAL. Billing will follow delivery of all services.

Signature: _____

Name (please print or type): _____

Title (please print or type): _____

To facilitate state effectiveness in planning future local assessment options, it would be helpful if you would provide the following information. This information is VOLUNTARY. The anonymity of those individuals who choose to respond will be protected. All information will be presented on a statewide basis only.

If your district IS participating in the local option, please indicate why. Circle the number or numbers that apply.

1. comparison of local assessment results with statewide results
2. curriculum planning
3. curriculum evaluation
4. project evaluations
5. diagnosis of skill of individual students
6. other: _____

If your district is NOT participating in the local option, please indicate why. Circle the number or numbers that apply.

1. budget constraints
2. short timeline for decision-making
3. statewide testing duplicates existing local assessment testing program
4. assessment tests are irrelevant to local programming efforts
5. insufficient information available to make decision (e.g., tests not available for preview)
6. other: _____

Return this completed form to: NATIONAL EVALUATION SYSTEMS, INC.
Post Office Box 226
Amherst, Massachusetts 01002

Massachusetts Statewide Educational Assessment 1977-78

DISTRICT INFORMATION FORM

RETURN NO LATER THAN NOVEMBER 29, 1977.

- Are you the person to whom future mailings should be sent?

☐ yes ☐ no

If NO, please list the name, title and address of the district-level person, other than yourself, whom you designate to handle matters related to the 1977-78 assessment (i.e., to serve as a liaison between NES and local school personnel). *THIS PERSON WILL RECEIVE ALL FUTURE CORRESPONDENCE RELATED TO THE ASSESSMENT. YOU PERSONALLY WILL RECEIVE NO FURTHER CORRESPONDENCE FROM NES.* Please give the materials from this mailing to the person listed below.

Name: _____

Title: _____

Address: _____

_____

- If the above-named person is NOT the district testing coordinator, should copies of relevant mailings be sent to the testing coordinator as well?

☐ yes ☐ no

If YES, please give the name, title and address of the testing coordinator below.

Name: _____

Title: _____

Address: _____

_____

- Special Instructions or Comments: _____

_____

National Evaluation Systems, Inc.

November 9, 1977

Dear Superintendent:

As you are probably aware by now, the Massachusetts Department of Education is currently implementing the 1977-78 Statewide Educational Assessment Program. The subject areas being assessed this year are reading, and career and occupational development. A statewide sample of approximately 2,200 9-year-olds and 2,200 17-year-olds will be tested in reading, and a sample of approximately 2,200 13-year-olds and 2,700 17-year-olds will be tested in career and occupational development. A more detailed description of the program was sent to you in an earlier mailing.

The purpose of this mailing is to advise you of the schools in your district which have been randomly selected to participate in the statewide phase of the assessment. A form listing these schools is enclosed. Also enclosed is a memorandum from the Commissioner of Education urging your cooperation in the assessment activities.

The principal of each school selected to participate will receive a letter explaining the testing program. Each principal will be asked to forward a roster of all 9-, 13-, and/or 17-year-olds enrolled in his/her school, due in our office no later than December 5, 1977. From these rosters, we will select a sample of students to be tested in each school. Anonymity for all students and schools is guaranteed. Approximately one hour will be required for each test, including the administration of a student questionnaire. The testing period will be January 31 through March 31, 1978.

National Evaluation Systems (NES) is the contract agency responsible for implementing the statewide assessment in Massachusetts. We will be working closely with all school personnel involved in assessment activities.

If you have any questions or concerns about the program in general or about your district in particular, please feel free to call us collect (413-549-2846). Thank you for your cooperation.

Regards,

Dorit Sejwacz

Dorit Sejwacz, Ph.D.
Project Manager

DS/pk
Enclosure

P.O. Box 226,
Amherst, Mass. 01002

NES

East Coast Office
Telephone: (413) 549-1011

The Commonwealth of Massachusetts
Department of Education

31 St. James Avenue, Boston, Massachusetts 02116

MEMORANDUM

TO: Superintendent of Schools

FROM: Michael J. Daly MJD
Acting Commissioner of Education

RE: Statewide Educational Assessment Program 1977-78

For the fourth consecutive year, the Massachusetts Department of Education is conducting a statewide educational assessment program. This year the assessment will focus on the subject areas of Reading and Career and Occupational Development.

Procedures employed in the Assessment will be similar to those used in previous assessments as well as those used by the National Assessment of Educational Progress. Currently, with the help of teachers and curriculum specialists from across Massachusetts, tests are being constructed to assess the competency of 9, 13 and 17 year old students in the above areas. In addition, the sample for the 1977-78 assessment has been drawn.

Your school district was randomly selected as part of this sample. As in earlier phases of the program the results of the assessment will not be reported at the district, school or student level. If individual districts wish to obtain results for themselves on their own age-eligible students, they may participate in the local option testing described in a previous mailing to you.

The Department of Education has contracted with National Evaluation Systems, Inc. (NES) to administer this year's tests. NES personnel will, over the next several months, be contacting schools drawn in the sample, selecting students to be tested, scheduling testing periods, and supervising test administration. Specifically, NES personnel will be contacting the school (s) in your district listed in the enclosed materials to begin arrangements for testing. Further details describing this year's assessment and your district's participation are given in these materials.

Superintendent of Schools

It is my hope that the tremendous amount of cooperation provided by the schools in Massachusetts during the past three years will continue, and that the information obtained from the assessment will prove to be even more useful to all of us in improving the education of all students. May I again, therefore, solicit your help.

Should you have any questions, please feel free to contact either Dr. Allan S. Hartman or Mr. Matthew Towle of the Bureau of Research and Assessment at 617/727-8497.

Thank you.

MJD:b

National Evaluation Systems, Inc.

November 21, 1977

Dear Principal:

As you are probably aware by now, the Massachusetts Department of Education is currently implementing the 1977-78 Statewide Educational Assessment Program. The subject areas being assessed this year are Reading, and Career and Occupational Development (COD). A Question-and-Answer Brochure describing the program in more detail is enclosed. Also enclosed is a memorandum from Dr. Allan Hartman, Director of the Bureau of Research and Assessment in the Department of Education, urging your cooperation.

National Evaluation Systems, Inc. (NES) is the contract agency responsible for the administration of major assessment activities. Since we will be working together to ensure the success of this phase, we would like you to have a thorough understanding of the activities which will occur over the next few months. The remainder of this letter contains a description of these activities and the responsibility that you can assume to expedite the testing.

Through a random sampling process, your school has been selected to participate in this year's program, and your superintendent has already been notified. The program involves the testing of three age levels: 9-, 13-, and 17-year-olds. The particular activities in *your* school will involve testing a *sample* of students at the following age level(s) during the following time periods:

( ) 9-year-olds during the month of February

( ) 13-year-olds during the first two weeks of February

( ) 17-year-olds during the month of March

Nine- and 17-year-olds will be tested in Reading, and 13- and 17-year-olds will be tested in COD.

Description of Activities

During the testing periods listed above, a sample of approximately 2,200 9-year-olds and 2,200 17-year-olds will be tested in Reading, and a sample of approximately 2,200 13-year-olds and 2,700 17-year-olds will be tested in COD. No 17-year-old will be tested in both subject areas. All students will be asked to complete a student demographic questionnaire.

P.O. Box 226,
Amherst, Mass. 01002

East Coast Office
Telephone: (413) 549-1011

Approximately one hour and 15 minutes will be required for each test, including the administration of a student questionnaire. This time does NOT include time required for assembling students and distributing testing materials. Anonymity for all participating students, schools, and districts is guaranteed.

Students will be tested in groups of 25. Because a sample of students will be drawn at random, rather than tested in intact classes, a special room must be set aside for test administration purposes in each school. The test administrator assigned to your school will contact you by telephone during the month of January to schedule a time for testing. The testing periods for each age level are listed above. It would be very helpful if you could in the interim consider the activities in your school during the applicable testing periods and prepare to discuss with us the testing times that would be most convenient for you. We will do everything in our power to be totally responsible for testing: one of our administrators will arrive with all necessary materials and will conduct the tests. Following are your responsibilities relative to the testing.

Your Responsibilities

1. Send to us as soon as possible, but postmarked *no later than* December 5, 1977, a roster of all students enrolled in your school in the following age levels:

   ( ) 9-year-olds—born during 1968
   ( ) 13-year-olds—born during 1964
   ( ) 17-year-olds—born during October, 1960 - September, 1961

   If more than one age level is indicated, please be sure to submit a *separate* roster for each age level and label each roster clearly. All students born in the period(s) shown above *must* be shown on your roster.

2. If you have been asked to submit a roster of 17-year-old students and your school is an ACADEMIC REGIONAL SCHOOL, you must indicate which of the students are enrolled in vocational programs. On your roster, place a "V" beside the name of each student whom you report on your Federal Reporting Form as being enrolled in a vocational education program.

3. Note on your roster any student who should NOT be tested based on the following NAEP guideline adopted by the Massachusetts Department of Education:

> Students who are non-English-speaking or who are handicapped (physically, mentally, or emotionally) in such a way that they could not respond to the test should NOT be tested.

Once your rosters have been drawn up, place an *asterisk* (*) beside the names of those students who, according to the above guideline, should not be tested.

Activities in Your School

During the next few weeks, we will be using the rosters to sample students from each school. From your school, we will be selecting the following:

_____ 9-year-olds requiring → _____ separate test administration(s) in Reading

_____ 17-year-olds requiring → _____ separate test administration(s) in Reading

_____ 13-year-olds requiring → _____ separate test administration(s) in COD

_____ 17-year-olds requiring → _____ separate test administration(s) in COD

Therefore, we will be conducting a total of _____ test administration(s) in your school. If the number of students required for any age level exceeds the number of students on your roster, all of the students on the roster (with the exception of those excluded by the guideline) will be tested. As soon as we receive the materials and complete the sampling process, we will return a list of the selected students to you.

Summary

In summary, we request that you forward in the enclosed self-addressed, stamped envelope:

(1) the completed roster(s) for the indicated age level(s) with notations for students who should be excluded and, if applicable, notations for students enrolled in vocational-education programs

(2) the completed reply form acknowledging your receipt of this letter

Please feel free to call us collect at NES (413-549-2846) if you have immediate concerns. At the Department, the contact person is Mr. Matthew Towle (617-727-8497). Thank you in advance for your continuing attention and cooperation.

Sincerely,

Dorit Sejwacz

Dorit Sejwacz, Ph.D.
Project Manager

DS/bg
Enclosures

The Commonwealth of Massachusetts
Department of Education

31 St. James Avenue, Boston, Massachusetts 02116

MEMORANDUM

TO: Statewide Assessment Sample: Elementary and Secondary School Principals

FROM: Allan S. Hartman, Director
Bureau of Research and Assessment

RE: 1977-78 Statewide Educational Assessment Program Procedures

---

Phase III of the Massachusetts Statewide Educational Assessment Program has recently been completed. Results from this phase in the areas of consumer education, science, ecology and school climate have been mailed to all school districts. Should you want to know more about these studies please contact your nearest regional office.

In May, 1977, the State Board of Education selected two major learning areas for Phase IV of the Statewide Educational Assessment Program: Reading and Career and Occupational Development.

With the assistance of teachers and curriculum specialists from across the Commonwealth we have been developing appropriate tests for these areas. In preparation for administering these tests, we recently drew the sample upon which this year's assessment will be based.

Your school was randomly selected as part of this sample. Your superintendent has been notified of your school's selection in the assessment sample. As in earlier phases of the assessment, the test results will not be reported at the district, school or student level.

We have contracted with National Evaluation Systems, Inc. (NES) to administer the testing program. In the next few weeks one of NES's field administrators will contact you to review the details of the assessment program and your participation. Enclosed is information describing this year's assessment and your school's involvement in the program.

The cooperation of school principals has been and will continue to be vital to the assessment program. In turn, I look forward to making the assessment program even more meaningful to the work of Massachusetts schools. May I, therefore, ask for your continued help?

Thank you.

ASH:b
Encl.

National Evaluation Systems, Inc.

December 9, 1977

Dear Educator:

I am writing to verify your district's participation status in the Local Assessment Option of the Massachusetts Statewide Educational Assessment Program 1977-78.

Enclosed you will find a yellow form ("Verification of Local Option Participation") describing your participation in the Local Option according to our records. Please carefully review the figures entered in order to confirm our records.

If you find any errors, please let us know immediately (no later than *December 16, 1977*) by calling us at 413-549-2846. Since the tests must go to the printer on December 19, we must have an accurate count of the number of test booklets needed at each age level in each subject area being tested.

If you find the information on the enclosed yellow form accurate, no further action is necessary on your part at this point in time.

In the near future we will contact you to inform you about testing procedures. Please call us at the above number if you have any immediate questions or problems.

Thank you for your time.

Regards,

Dorit Sejwacz

Dorit Sejwacz, Ph.D.
Project Manager

DS/gf
Enclosure

P.O. Box 226,
Amherst, Mass. 01002

NES

East Coast Office
telephone: (413) 549-1011

National Evaluation Systems, Inc.

January 9, 1978

Dear Principal:

This letter is intended to provide you with three important pieces of information relative to the Massachusetts Statewide Educational Assessment Program 1977-78.

FIRST, we have enclosed one or more lists of students from your school who have been randomly selected to participate in testing activities. Each list of 25 or fewer students represents one testing session. The subject area and age level being tested are indicated at the top of each roster.

SECOND, please note the following guideline for determining whether or not individual students are eligible for testing:

> *Students who are non-English-speaking or who are handicapped (physically, mentally, or emotionally) in such a way that they could not respond to the test should NOT be tested.*

This guideline is used by National Assessment of Educational Progress and has been adopted by the Massachusetts Department of Education for this year's statewide assessment. Please examine your list(s) of selected students to insure eligibility. If there are students on your list(s) who should not be tested according to the guideline above, please call us immediately for replacements.

THIRD, the test administrator assigned to your school will contact you during January or early February to schedule the testing session(s). Inclusive testing dates are listed below:

- All 9-year-olds will be tested during the period January 30 through February 28, 1978.
- All 13-year-olds will be tested during the period January 30 through February 14, 1978.
- All 17-year-olds will be tested during the period March 1 through March 31, 1978.

Please consider activities scheduled in your school during the applicable testing periods. You can facilitate testing coordination by suggesting testing dates and times which would be most convenient for you. Your test administrator will be glad to answer any questions and to assist you in preparing for test administration.

Please feel free to call us at (413) 256-0444 if you have any immediate concerns. Thank you for your attention and cooperation.

Sincerely,

Dorit Sejwacz

Dorit Sejwacz, Ph.D.
Project Manager

Mailing Address:
Post Office Box 226
Amherst, Mass. 01002

30 Gatehouse Road,
Amherst, Mass. 01002
Telephone: (413)256-0444

The Commonwealth of Massachusetts
Department of Education

31 St. James Avenue, Boston, Massachusetts 02116

M E M O R A N D U M

TO: Participating Principals in Statewide Educational Assessment Program

FROM: Allan S. Hartman, Director
Bureau of Research and Assessment

RE: Enclosed Questionnaire

Your school, as you know, is participating in this year's Statewide Educational Assessment of Reading or Career and Occupational Development. In fact, by now the assessment of the student sample in your building may have already been completed. If not, it will be completed before the end of March.

To help make the statewide reporting of the results more meaningful, we are asking for your help. Specifically, we are asking principals to complete the enclosed questionnaire and return it in the self-addressed, stamped envelope no later than March 24, 1978 to National Evaluation Systems, Inc. (NES).

Please feel free to consult with teachers and others in completing the questionnaire. As you can see we want, more than in any previous assessment, to get into some of the instructional implications and needs related to student performance. The time you can give in completing the questionnaire will be more than repaid in more meaningful and useful assessment reports.

More than one questionnaire may be included if tests are being conducted in your school in both subject areas or at two age levels. Please take the time to fill out both questionnaires, since each should be completed with regard to a specific grade level in a particular subject area.

As always, your responses will not be reported in any way that would identify either you or your school. In short, anonymity is guaranteed.

Let me thank you beforehand for your cooperation. I realize filling in questionnaires is not exactly a priority, so your response will be even more appreciated under the circumstances.

ASH/brh
Enclosure

APPENDIX F

NAEP Comparative Achievement Scores
for the Nation and the Northeast

KEY FOR APPENDIX F

The following tables provide the following information for NAEP item scores for students in Massachusetts, the Nation, and the Northeast. ITEM NO. gives the 1977-78 Massachusetts test item number or the corresponding NAEP item number. The P-VALUE is the estimated average percentage of test items answered correctly by students in each population. SE is the standard error of measurement of the p-value. DIFFERENCE is the numerical difference between the p-value for Massachusetts and either the national or Northeast p-value. A minus sign preceding the difference score indicates that students in Massachusetts scored lower than those in the Nation or Northeast. An asterisk (*) preceding the difference score indicates that it is statistically significant (by t-test at the .05 level of confidence).

MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT 1977-78
READING—9-YEAR-OLDS
NATIONAL AND NORTHEAST COMPARISONS

Massachusetts Results			National Assessment of Educational Progress						
			National Results				Northeast Results		
Item No.	P-Value	SE	Item No.	P-Value	SE	Difference	P-Value	SE	Difference
				Objective 1					
00001	86.2	1.1	208	87.3	.8	-1.1	89.5	1.0	* -3.3
00010	86.7	.9	615	83.7	1.0	* 3.0	85.5	2.0	1.2
00012	42.6	1.6	713	39.8	1.8	2.8	45.4	3.9	-2.8
00013	75.7	1.1	515	76.7	1.1	-1.0	77.7	2.4	-2.0
00015	80.5	1.1	819	75.2	1.0	* 5.3	77.8	1.7	2.7
00016	87.9	1.0	603	83.0	1.0	* 4.9	85.1	1.6	2.8
00022	95.3	.5	206	88.8	.8	* 6.5	90.5	1.3	* 4.8
00025	88.6	1.0	513	78.7	1.2	* 9.9	83.2	1.7	* 5.4
00040	32.0	1.3	507	32.5	1.3	-.5	29.1	3.3	2.9
43/44	94.0	.6	10403	91.6	.8	* 2.4	93.9	.9	.1
00046	40.7	1.3	50101	56.8	1.3	*-16.1	57.2	1.7	*-16.5
00049	72.0	1.4	722	83.1	1.1	*-11.1	87.8	1.2	*-15.8
				Objective 2					
00002	40.9	1.5	604	26.0	1.3	* 14.9	29.7	2.0	* 11.2
00009	58.8	2.0	610	48.1	1.6	* 10.7	50.0	2.8	* 8.8
00017	84.2	1.0	609	83.4	.9	.8	84.3	2.3	-.1
00018	86.9	1.2	619	74.9	1.1	* 12.0	79.4	2.5	* 7.5
00029	75.4	1.3	816	75.3	1.2	.1	77.3	1.9	-1.9

MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT 1977-78
READING—9-YEAR-OLDS
NATIONAL AND NORTHEAST COMPARISONS
(continued)

Massachusetts Results			National Assessment of Educational Progress						
			National Results				Northeast Results		
Item No.	P-Value	SE	Item No.	P-Value	SE	Difference	P-Value	SE	Difference
Objective 2 (continued)									
00030	90.8	.8	820	84.0	1.1	* 6.8	88.0	1.1	* 2.8
00036	76.1	1.3	605	64.5	1.4	* 11.6	66.7	2.3	* 9.4
00039	78.0	1.2	614	79.7	1.0	-1.7	84.6	1.9	* -6.6
00041	73.0	1.4	801	72.5	1.6	.5	76.0	2.0	-3.0
00042	70.8	1.3	804	80.6	1.1	* -9.8	81.0	1.8	*-10.2
Objective 3									
00003	52.6	1.7	406	48.4	1.5	4.2	52.9	2.7	-.3
00004	62.1	1.2	209	67.4	1.1	* -5.3	69.0	2.3	* -6.9
00005	62.4	1.4	411	62.5	1.3	-.1	66.5	1.1	* -4.1
00006	86.4	1.0	21401	78.5	1.1	* 7.9	81.9	2.2	4.5
00007	89.1	1.0	21402	81.9	1.0	* 7.2	82.0	1.4	* 7.1
00008	63.5	1.6	21405	52.3	1.3	* 11.2	56.2	2.3	* 7.3
00014	63.6	1.1	409	73.3	1.1	* -9.7	77.5	1.7	*-13.9
00026	88.0	.9	207	89.2	.8	-1.2	90.6	1.2	-2.6
00035	59.5	1.7	408	57.4	1.6	2.1	66.5	2.6	* -7.0

MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT 1977-78
READING—9-YEAR-OLDS
NATIONAL AND NORTHEAST COMPARISONS
(continued)

Massachusetts Results			National Assessment of Educational Progress						
			National Results				Northeast Results		
Item No.	P-Value	SE	Item No.	P-Value	SE	Difference	P-Value	SE	Difference
Objective 4									
00011	56.4	1.3	509	53.6	1.5	2.8	57.9	3.8	-1.5
00019	90.1	.9	704	83.4	.8	* 6.7	84.7	1.4	* 5.4
00020	74.9	1.5	726	66.9	1.3	* 8.0	72.7	2.2	2.2
00021	92.5	.7	721	84.2	.9	* 8.3	88.9	.8	* 3.6
00023	81.3	1.2	707	74.7	1.1	* 6.6	76.3	2.1	* 5.0
00024	85.1	1.1	731	77.7	1.1	* 7.4	78.2	2.3	* 6.9
00034	62.1	1.4	802	56.3	1.6	* 5.8	58.2	3.5	3.9
00037	83.9	1.1	724	75.2	1.1	* 8.7	79.9	1.8	4.0
00045	71.2	1.5	618	65.5	1.2	* 5.7	68.6	2.4	2.6
00047	72.4	1.5	70301	67.4	1.5	* 5.0	70.3	2.0	2.1
00048	65.9	1.7	70302	62.5	1.5	3.4	66.1	2.3	-.2

MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT 1977-78
READING—17-YEAR-OLDS
NATIONAL AND NORTHEAST COMPARISONS

Massachusetts Results			National Assessment of Educational Progress						
			National Results				Northeast Results		
Item No.	P-Value	SE	Item No.	P-Value	SE	Difference	P-Value	SE	Difference
			Objective 1						
00011	98.7	.3	615	98.7	.2	0.0	99.6	.2	* -.9
00012	93.1	.7	502	89.0	.8	* 4.1	88.5	1.7	* 4.6
00013	96.5	.5	759	90.9	.8	* 5.6	93.1	1.3	* 3.4
00014	90.7	.8	616	91.2	.6	-.5	93.4	.7	* -2.7
00023	68.3	1.3	52401	63.5	1.3	* 4.8	65.1	3.8	3.2
00027	78.8	1.2	50601	84.7	.8	* -5.9	86.0	1.5	* -7.2
00028	93.7	.7	50602	84.6	.8	* 9.1	86.6	1.9	* 7.1
00029	86.2	1.0	50603	76.3	1.0	* 9.9	79.6	2.0	* 6.6
00042	69.0	1.3	53501	68.3	1.5	.7	68.0	3.4	1.0
00043	82.8	1.1	53502	77.7	1.1	* 5.1	76.3	2.3	* 6.5
			Objective 2						
00002	72.2	1.4	604	63.9	1.2	* 8.3	67.5	1.8	* 4.7
00015	73.7	1.5	73801	70.4	1.3	3.3	70.4	3.0	3.3
00016	94.5	.6	73802	93.0	.6	1.5	94.2	1.0	.3
00020	27.2	1.0	62201	26.7	1.2	.5	27.2	2.6	0.0
00022	72.1	1.4	73501	67.3	1.4	* 4.8	69.2	3.7	2.9
00025	80.4	1.0	841	75.8	.9	* 4.6	76.4	1.9	4.0
00032	72.6	1.6	629	74.5	1.2	-1.9	78.0	2.5	-5.4
00033	73.2	1.3	75201	79.6	1.0	* -6.4	84.9	1.8	*-11.7
00034	69.7	1.4	75201	68.8	1.4	.9	74.9	2.5	-5.2
00035	24.5	1.2	75601	25.7	1.1	-1.2	25.5	2.1	-1.0
00039	68.0	1.6	835	77.5	1.1	* -9.5	78.1	1.7	*-10.1

MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT 1977-78
READING—17-YEAR-OLDS
NATIONAL AND NORTHEAST COMPARISONS
(continued)

Massachusetts Results			National Assessment of Educational Progress						
			National Results				Northeast Results		
Item No.	P-Value	SE	Item No.	P-Value	SE	Difference	P-Value	SE	Difference
				Objective 3					
00006	96.7	.4	21401	95.3	.5	* 1.4	96.7	.9	0.0
00007	98.5	.3	21402	98.2	.3	.3	98.9	.4	-.4
00008	89.3	.9	21405	85.5	.9	* 3.8	88.0	1.3	1.3
00017	73.5	1.3	42001	61.7	1.5	* 11.8	67.0	3.1	6.5
00018	98.7	.3	42002	95.7	.4	* 3.0	97.8	.7	.9
00019	72.0	1.3	42003	65.0	1.2	* 7.0	72.7	2.4	-.7
00021	54.7	1.6	41501	67.0	1.2	*-12.3	65.1	2.7	*-10.4
00030	90.9	.7	23601	88.0	.7	* 2.9	88.4	1.8	2.5
00031	14.7	.9	23602	19.2	1.0	* -4.5	17.7	2.1	-3.0
00036	85.4	1.2	219	73.7	1.1	* 11.7	75.9	2.6	* 9.5
				Objective 4					
00010	90.9	.8	509	88.0	.9	* 2.9	86.6	1.9	* 4.3
00024	69.6	1.4	814	75.7	1.1	* -6.1	76.8	2.8	* -7.2
00026	77.3	1.2	746	82.5	1.0	* -5.2	80.6	2.0	-3.3
00037	28.3	1.0	238	27.1	1.1	1.2	32.0	2.6	-3.7
00038	47.6	1.4	220	34.9	1.3	* 12.7	40.6	3.0	* 7.0
00040	58.9	1.2	774	50.2	1.1	* 8.7	54.1	2.8	4.8
00041	85.8	1.2	711	90.6	.8	* -4.8	93.4	1.3	* -7.6
00044	68.8	1.5	729	78.3	1.0	* -9.5	80.1	2.6	*-11.3
00045	37.0	1.3	750	40.4	1.2	-3.4	43.3	2.2	* -6.3

APPENDIX G

Massachusetts Achievement Results by Reporting Groups
on Total Test and Each Objective

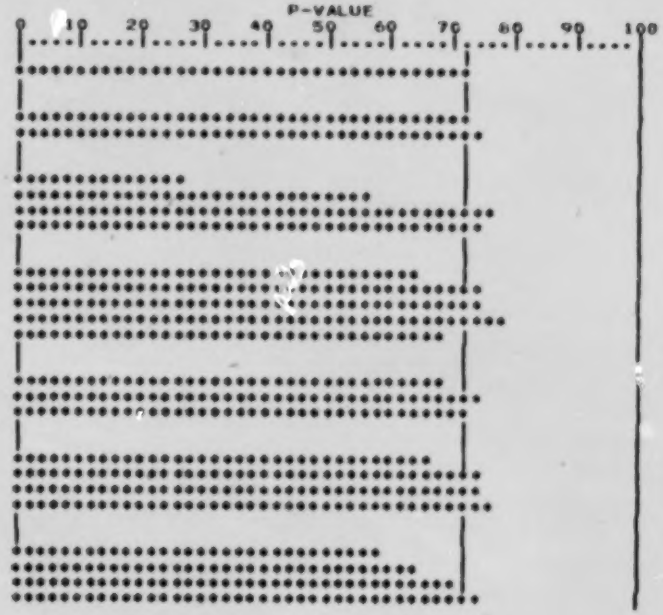
KEY FOR APPENDIX G

The analysis by reporting groups provides the following information for the total test and each objective. The P-VALUE is the estimated average percentage of test items answered correctly by students in the population or in the particular reporting group. SE OF P-VALUE is the standard error of measurement for the p-value. GROUP EFFECT is the difference between the state average (all students) and that for the reporting group. An asterisk (*) means that the group effect (the difference) is significant at the 95% confidence level. SE OF EFFECT is the standard error of measurement of the group effect. SAMPLE SIZE is the actual number of students in the reporting group who took the test.

NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 9-YEAR OLDS SPRING 1978

TOTAL TEST SCORE

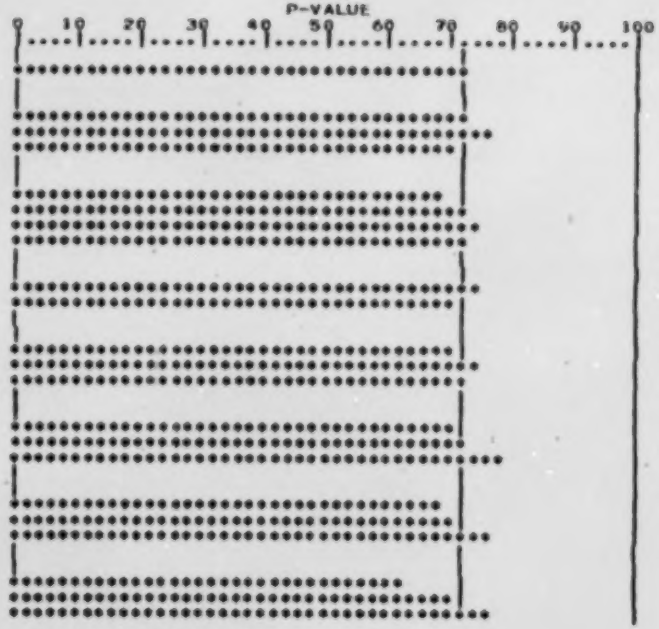
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
72.82	0.91			2252	ALL STUDENTS
---SEX OF THE STUDENT					----
71.47	1.04	-1.35*	0.42	1105	MALE
74.18	0.96	1.35*	0.41	1144	FEMALE
---GRADE OF THE STUDENT					----
26.20	8.31	-46.62*	8.38	5	2ND GRADE
55.05	2.48	-17.77*	1.97	238	3RD GRADE
75.17	0.72	2.35*	0.45	1976	4TH GRADE
74.14	3.46	1.31	3.48	31	5TH GRADE
---HOW DO YOU FEEL ABOUT SCHOOL?					----
64.74	2.07	-8.08*	1.77	117	STRONGLY DISLIKE
73.15	1.12	0.32	1.02	326	DISLIKE
73.37	1.04	0.55	0.66	596	SCHOOL IS OK
77.82	0.76	5.00*	0.71	641	LIKE
68.22	1.58	-4.60*	0.90	571	STRONGLY LIKE
---HOW DO YOU LIKE YOUR READING CLASSES?					----
68.76	1.69	-4.07*	1.55	150	DON'T LIKE THEM
73.87	0.91	1.05*	0.46	1232	IT'S OK
72.08	1.30	-0.74	0.68	867	LIKE THEM A LOT
---HOW OFTEN READ OUTSIDE SCHOOL FOR FUN?					----
65.61	1.10	-7.27*	0.81	520	HARDLY EVER
74.86	1.37	2.04	1.15	215	MONTHLY
74.24	0.90	1.41*	0.59	594	WEEKLY
75.53	1.19	2.71*	0.54	921	DAILY
---HOW OFTEN DO YOU SEE PARENTS READING?					----
58.38	2.25	-14.44*	2.03	100	HARDLY EVER
64.13	3.27	-8.69*	2.96	47	MONTHLY
70.17	1.52	-2.65*	1.10	267	WEEKLY
74.25	0.85	1.43*	0.23	1836	DAILY



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 9-YEAR OLDS SPRING 1978

TOTAL TEST SCORE

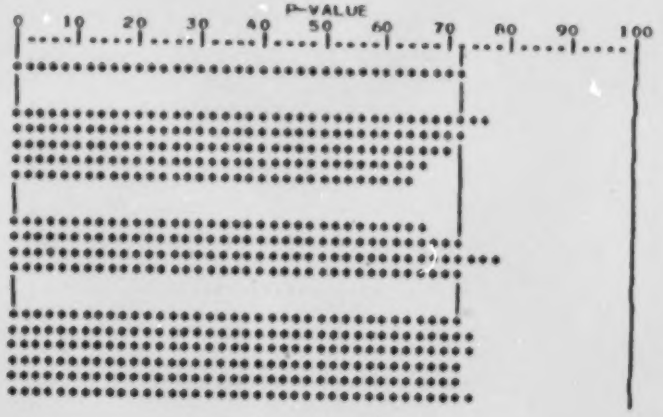
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
72.82	0.91			2252	ALL STUDENTS
----IN YOUR SPARE TIME AT HOME, YOUR PARENTS----					
71.54	1.25	-1.29	0.90	363	DON'T CARE
75.36	0.75	2.54*	0.50	1114	SUGGEST READ
69.74	1.37	-3.08*	0.69	772	ENCOURAGE READ
----HOW MUCH ARE YOUR PARENTS INVOLVED? ----					
68.75	1.44	-4.08*	1.38	154	HARDLY AT ALL
72.39	1.31	-0.44	0.90	403	ONLY A LITTLE
74.80	0.90	1.98*	0.52	746	QUITE A BIT
72.07	1.17	-0.75	0.52	947	A LOT
----TEACHERS SPEND ENOUGH TIME ON READING? ----					
73.08	0.90	0.25	0.13	2109	YES
69.73	2.34	-3.09	1.97	139	NO
----HOMEWORK - PRACTICE WORK ----					
70.40	1.31	-2.42*	0.69	772	DAILY
74.82	0.88	1.99*	0.49	1056	WEEKLY
72.52	1.27	-0.30	1.02	418	MONTHLY
----HOMEWORK - READING ASSIGNMENTS ----					
69.40	1.20	-3.43*	0.68	680	DAILY
71.77	1.08	-1.06	0.60	810	WEEKLY
77.06	0.89	4.24*	0.59	750	MONTHLY
----HOMEWORK - WRITING ASSIGNMENTS ----					
67.33	2.78	-5.50*	2.30	186	DAILY
69.98	1.14	-2.85*	0.69	682	WEEKLY
75.10	0.83	2.28*	0.45	1369	MONTHLY
----HOMEWORK - PROJECTS YOU DO ON YOUR OWN ----					
62.47	2.02	-10.35*	1.58	202	DAILY
70.99	1.04	-1.83*	0.67	619	WEEKLY
75.19	0.90	2.37*	0.43	1416	MONTHLY



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 9-YEAR OLDS SPRING 1978

TOTAL TEST SCORE

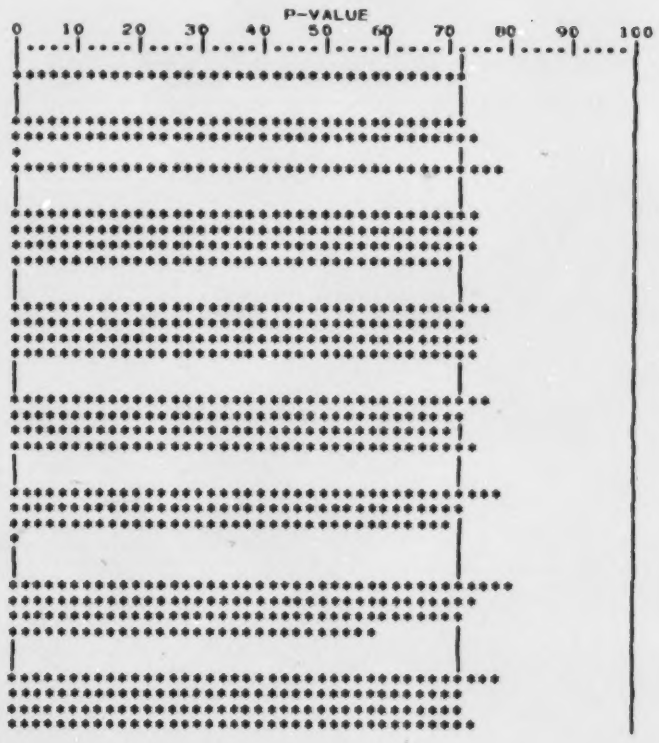
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
72.82	0.91			2252	ALL STUDENTS
----FAMILY OCCUPATIONAL STATUS					----
76.43	0.85	3.60*	0.52	1038	HIGH
72.66	1.02	-0.16	0.59	605	MEDIUM
69.08	1.18	-3.74*	1.03	218	LOW
65.87	1.63	-6.96*	1.15	330	UNKNOWN
64.43	2.48	-8.40*	2.23	60	NONE
----KIND OF COMMUNITY					----
65.61	1.92	-7.21*	1.58	534	BIG CITIES
71.81	2.04	-1.01	1.98	268	INDUSTRIAL
78.62	0.80	5.79*	0.99	795	RESIDENTIAL
71.86	1.18	-0.96	1.17	655	OTHER
----REGION OF THE STATE					----
71.38	2.15	-1.44	1.68	603	BOSTON
74.36	2.07	1.54	1.80	457	NORTHEAST
73.78	2.79	0.96	2.83	188	PITTSFIELD
72.81	1.79	-0.01	1.64	395	SOUTHEAST
71.87	2.26	-0.95	2.24	211	SPRINGFIELD
73.46	1.49	0.64	1.51	398	WORCESTER



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 9-YEAR OLDS SPRING 1978

TOTAL TEST SCORE

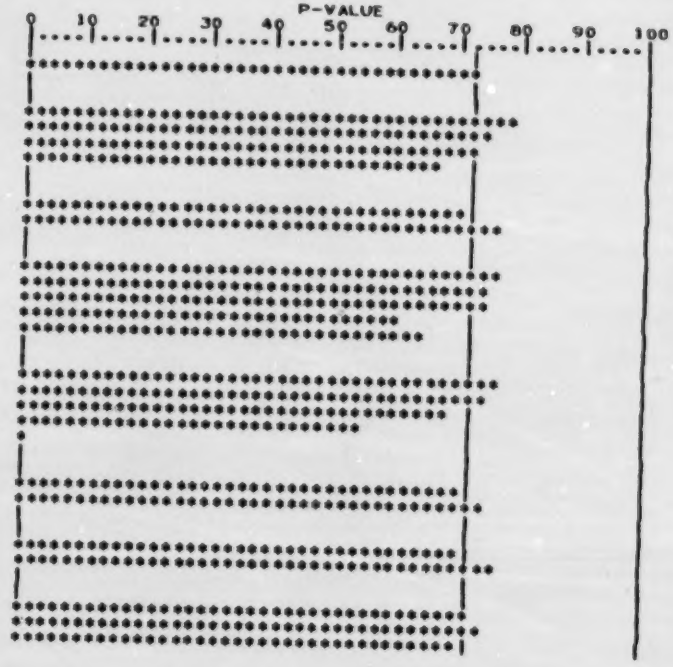
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
72.82	0.91			2252	ALL STUDENTS
----EMPHASIS ON OBJECTIVE A.					----
72.74	0.99	-0.09	0.26	2015	FIRST
74.96	1.06	2.13	1.35	124	SECOND
0.0	0.0	-72.82*	0.90	0	THIRD
78.20	0.80	5.38*	1.20	25	FOURTH
----EMPHASIS ON OBJECTIVE B.					----
74.92	1.70	2.09	1.88	74	FIRST
74.13	1.70	1.30	1.39	695	SECOND
73.86	1.26	1.04	1.04	917	THIRD
69.14	2.01	-3.69*	1.74	476	FOURTH
----EMPHASIS ON OBJECTIVE C.					----
75.56	0.71	2.74*	1.15	25	FIRST
71.35	1.65	-1.47	1.31	730	SECOND
74.80	2.04	1.98	1.79	485	THIRD
73.14	1.25	0.32	1.04	924	FOURTH
----EMPHASIS ON OBJECTIVE D.					----
76.36	1.39	3.54*	1.63	50	FIRST
72.94	1.66	0.12	1.45	589	SECOND
70.95	1.49	-1.88	1.19	814	THIRD
74.93	1.64	2.10	1.35	711	FOURTH
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE A.					----
77.19	1.44	4.37*	1.45	383	VERY SATISFIED
72.56	1.04	-0.27	0.67	1559	SATISFIED
69.90	3.47	-2.92	3.19	197	DISSATISIFED
0.0	0.0	-72.82*	0.90	0	VERY DISSATISFIE
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE B.					----
79.05	1.14	6.22*	1.36	245	VERY SATISFIED
73.18	0.99	0.35	0.77	1376	SATISFIED
71.58	2.30	-1.25	1.96	456	DISSATISIFED
58.63	0.67	-14.20*	1.12	40	VERY DISSATISFIE
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE C.					----
77.55	0.99	4.73*	1.29	164	VERY SATISFIED
72.84	1.08	0.01	0.70	1474	SATISFIED
72.77	2.17	-0.06	1.85	476	DISSATISIFED
73.04	0.76	0.22	1.18	25	VERY DISSATISFIE



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 9-YEAR OLDS SPRING 1970

TOTAL TEST SCORE

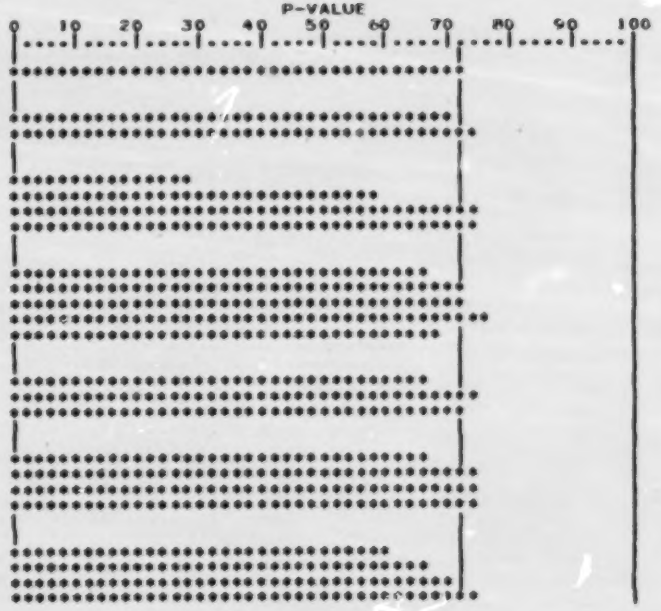
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
72.82	0.91			2252	ALL STUDENTS
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE D. ----					
77.16	1.53	4.33*	1.72	98	VERY SATISFIED
73.99	0.93	1.16	0.84	1251	SATISFIED
71.79	1.83	-1.03	1.38	740	DISSATISIFED
66.73	8.44	-6.10	8.25	50	VERY DISSATISFIE
----IS YOUR SCHOOL AN ESEA TITLE I SCHOOL? ----					
70.97	1.29	-1.85*	0.76	1274	YES
75.68	1.02	2.86*	1.00	890	NO
----PARENTAL SUPPORT OF YOUR SCHOOL? ----					
75.03	1.24	2.21*	1.04	923	EXCELLENT
74.66	1.21	1.84	1.17	683	GOOD
74.17	1.12	1.35	1.35	279	AVERAGE
59.20	2.36	-13.62*	2.41	144	FAIR
63.18	2.78	-9.64*	2.70	135	POOR
----ATTITUDE OF STUDENTS TOWARD SCHOOL? ----					
75.45	1.70	2.63	1.58	484	EXCELLENT
74.96	0.84	2.14*	0.88	1162	GOOD
68.04	2.29	-4.78*	1.96	444	AVERAGE
54.55	1.65	-18.27*	1.80	74	FAIR
0.0	0.0	-72.82*	0.90	0	POOR
----ATTENDANCE FIRST QUARTER ----					
70.01	1.88	-2.81	1.47	675	LOW
74.86	0.82	2.04*	0.85	1248	HIGH
----ATTENDANCE SECOND QUARTER ----					
70.48	1.44	-2.34*	1.07	938	LOW
75.77	0.97	2.94*	0.97	913	HIGH
----READING SPECIALIST ASSIGNED TO SCHOOL? ----					
72.15	1.23	-0.67	0.80	1262	YES, FULL TIME
74.62	1.42	1.80	1.21	717	YES, PART TIME
70.81	3.06	-2.01	2.92	160	NO



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 9-YEAR OLDS SPRING 1978

OBJECTIVE 1. COMPREHEND WHAT IS READ

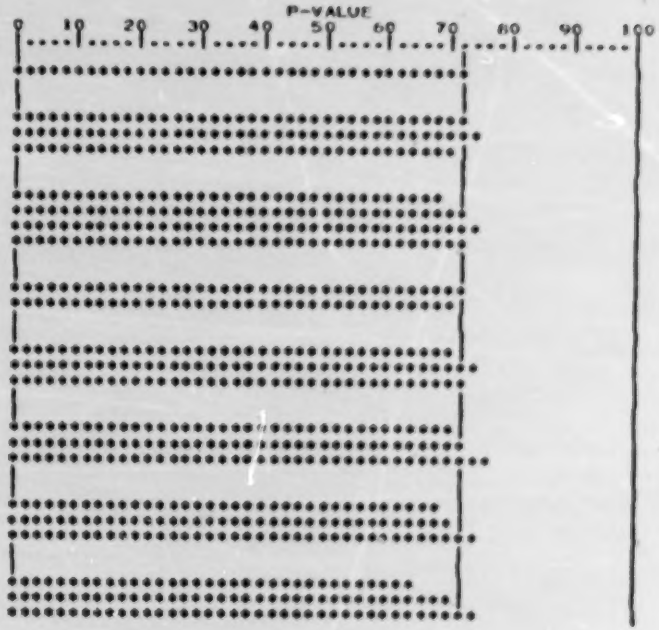
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
72.39	0.81			2252	ALL STUDENTS
----SEX OF THE STUDENT					----
70.73	0.93	-1.66*	0.41	1105	MALE
74.07	0.89	1.67*	0.40	1144	FEMALE
----GRADE OF THE STUDENT					----
27.60	7.82	-44.79*	7.86	5	2ND GRADE
57.32	2.25	-15.08*	1.86	238	3RD GRADE
74.39	0.67	1.99*	0.40	1976	4TH GRADE
74.48	2.96	2.08	2.98	31	5TH GRADE
----HOW DO YOU FEEL ABOUT SCHOOL?					----
65.79	1.91	-6.60*	1.70	117	STRONGLY DISLIKE
71.92	1.14	-0.47	1.02	326	DISLIKE
72.45	0.98	0.06	0.89	596	SCHOOL IS OK
76.96	0.75	4.56*	0.83	641	LIKE
68.94	1.41	-3.46*	0.84	571	STRONGLY LIKE
----HOW DO YOU LIKE YOUR READING CLASSES?					----
66.99	1.77	-5.40*	1.66	150	DON'T LIKE THEM
73.33	0.83	0.94*	0.46	1232	IT'S OK
72.05	1.20	-0.35	0.66	867	LIKE THEM A LOT
----HOW OFTEN READ OUTSIDE SCHOOL FOR FUN?					----
66.12	0.98	-6.28*	0.74	520	HARDLY EVER
74.29	1.28	1.90	1.09	215	MONTHLY
73.70	0.83	1.31*	0.61	594	WEEKLY
74.65	1.12	2.26*	0.56	921	DAILY
----HOW OFTEN DO YOU SEE PARENTS READING?					----
59.23	2.07	-13.17*	1.82	100	HARDLY EVER
66.76	3.09	-5.64*	2.84	47	MONTHLY
69.91	1.49	-2.49*	1.13	267	WEEKLY
73.65	0.75	1.25*	0.22	1836	DAILY



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 9-YEAR OLDS SPRING 1978

OBJECTIVE 1. COMPREHEND WHAT IS READ

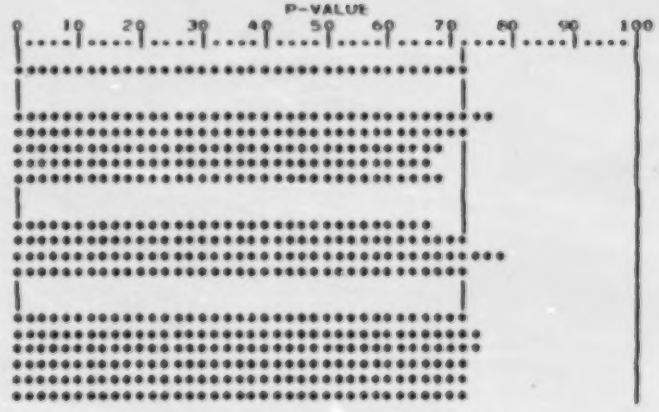
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
72.39	0.81			2252	ALL STUDENTS
----IN YOUR SPARE TIME AT HOME, YOUR PARENTS----					
71.27	1.17	-1.12	0.92	363	DON'T CARE
74.55	0.73	2.15*	0.58	1114	SUGGEST READ
69.78	1.27	-2.61*	0.71	772	ENCOURAGE READ
----HOW MUCH ARE YOUR PARENTS INVOLVED? ----					
67.97	1.39	-4.42*	1.41	154	HARDLY AT ALL
72.58	1.19	0.19	0.83	403	ONLY A LITTLE
74.45	0.87	2.06*	0.53	746	QUITE A BIT
71.37	1.05	-1.03*	0.51	947	A LOT
----TEACHERS SPEND ENOUGH TIME ON READING? ----					
72.65	0.80	0.25*	0.13	2109	YES
69.39	2.15	-3.01	1.87	139	NO
----HOMEWORK - PRACTICE WORK ----					
70.20	1.25	-2.20*	0.68	772	DAILY
74.30	0.80	1.91*	0.51	1056	WEEKLY
71.92	1.14	-0.47	1.00	418	MONTHLY
----HOMEWORK - READING ASSIGNMENTS ----					
69.33	1.06	-3.06*	0.70	680	DAILY
71.28	1.05	-1.11	0.62	810	WEEKLY
76.32	0.88	3.92*	0.62	750	MONTHLY
----HOMEWORK - WRITING ASSIGNMENTS ----					
67.67	2.52	-4.73*	2.11	186	DAILY
69.76	1.10	-2.64*	0.67	682	WEEKLY
74.47	0.72	2.07*	0.44	1369	MONTHLY
----HOMEWORK - PROJECTS YOU DO ON YOUR OWN ----					
63.11	1.86	-9.28*	1.42	202	DAILY
70.70	0.96	-1.69*	0.65	619	WEEKLY
74.54	0.78	2.15*	0.38	1416	MONTHLY



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 9-YEAR OLDS SPRING 1978

OBJECTIVE 1. COMPREHEND WHAT IS READ

P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
72.39	0.81			2252	ALL STUDENTS
----FAMILY OCCUPATIONAL STATUS					----
75.66	0.80	3.26*	0.47	1038	HIGH
71.89	1.01	-0.51	0.65	605	MEDIUM
68.60	1.23	-3.80*	1.14	218	LOW
66.57	1.50	-5.82*	1.13	330	UNKNOWN
67.16	2.49	-5.24*	2.29	60	NONE
----KIND OF COMMUNITY					----
66.19	1.69	-6.21*	1.41	534	BIG CITIES
71.45	1.76	-0.95	1.72	268	INDUSTRIAL
77.68	0.73	5.29*	0.89	795	RESIDENTIAL
71.21	1.16	-1.18	1.09	655	OTHER
----REGION OF THE STATE					----
71.03	1.93	-1.37	1.50	603	BOSTON
74.09	1.89	1.69	1.63	457	NORTHEAST
73.95	3.06	1.56	3.05	188	PITTSFIELD
72.04	1.40	-0.35	1.34	395	SOUTHEAST
72.51	2.21	0.11	2.16	211	SPRINGFIELD
72.45	1.30	0.06	1.33	398	WORCESTER

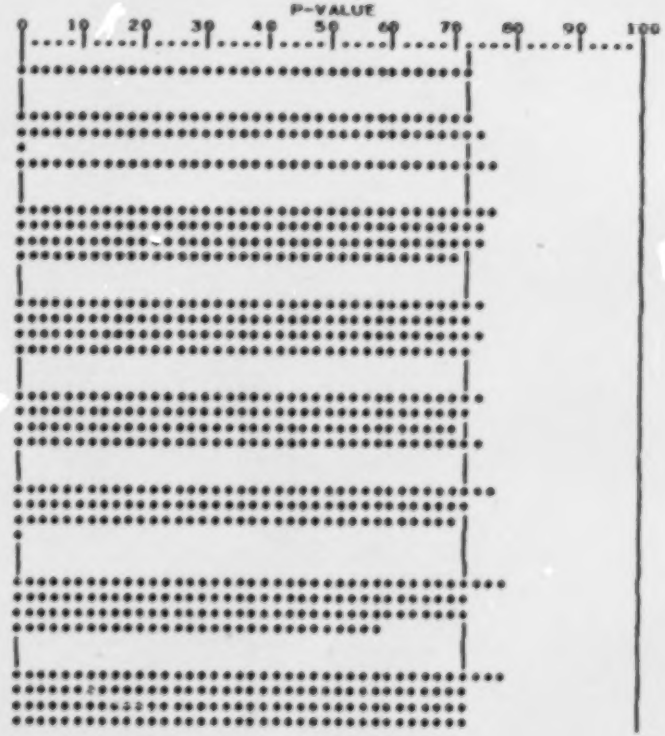


212

NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 9-YEAR OLDS SPRING 1978

OBJECTIVE 1. COMPREHEND WHAT IS READ

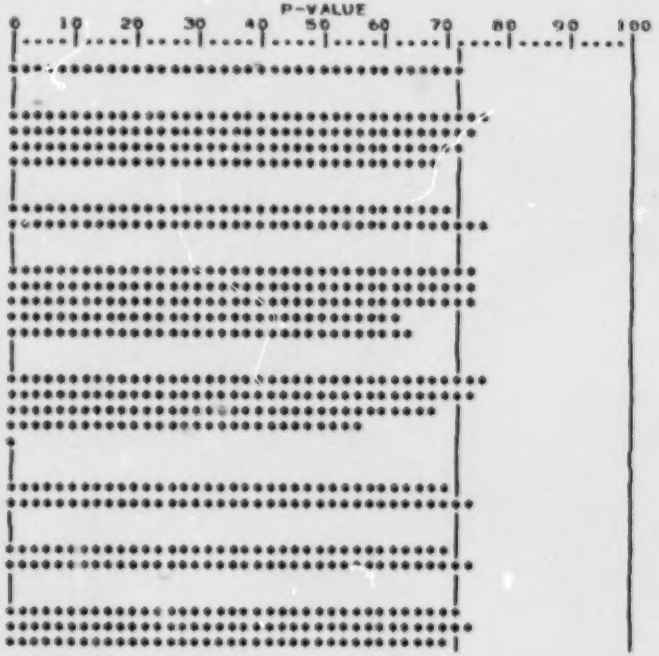
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
72.39	0.81			2252	ALL STUDENTS
----EMPHASIS ON OBJECTIVE A.					----
72.38	0.87	-0.02	0.25	2015	FIRST
74.56	1.57	2.17	1.59	124	SECOND
0.0	0.0	-72.39*	0.80	0	THIRD
75.44	0.76	3.05*	1.10	25	FOURTH
----EMPHASIS ON OBJECTIVE B.					----
75.53	2.31	3.13	2.38	74	FIRST
73.79	1.51	1.39	1.24	695	SECOND
73.22	1.13	0.82	0.93	917	THIRD
69.01	1.72	-3.39*	1.52	478	FOURTH
----EMPHASIS ON OBJECTIVE C.					----
74.84	0.67	2.45*	1.04	25	FIRST
71.12	1.45	-1.27	1.16	730	SECOND
74.07	1.95	1.63	1.68	485	THIRD
72.84	1.07	0.44	0.92	924	FOURTH
----EMPHASIS ON OBJECTIVE D.					----
73.44	1.50	1.05	1.67	50	FIRST
72.38	1.48	-0.01	1.30	589	SECOND
70.97	1.25	-1.43	1.04	814	THIRD
74.40	1.56	2.01	1.25	711	FOURTH
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE A.					----
76.12	1.26	3.72*	1.28	383	VERY SATISFIED
72.33	0.90	-0.06	0.60	1559	SATISFIED
69.86	3.08	-2.54	2.83	197	DISSATISIFED
0.0	0.0	-72.39*	0.80	0	VERY DISSATISFIE
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE B.					----
78.13	1.04	5.74*	1.23	245	VERY SATISFIED
72.76	0.87	0.36	0.68	1376	SATISFIED
71.74	1.88	-0.66	1.63	456	DISSATISIFED
58.97	0.65	-13.42*	1.02	40	VERY DISSATISFIE
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE C.					----
77.18	0.86	4.79*	1.14	164	VERY SATISFIED
72.58	0.91	0.19	0.64	1474	SATISFIED
72.08	1.98	-0.32	1.68	476	DISSATISIFED
72.28	0.77	-0.11	1.11	25	VERY DISSATISFIE



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 9-YEAR OLDS SPRING 1978

OBJECTIVE 1. COMPREHEND WHAT IS READ

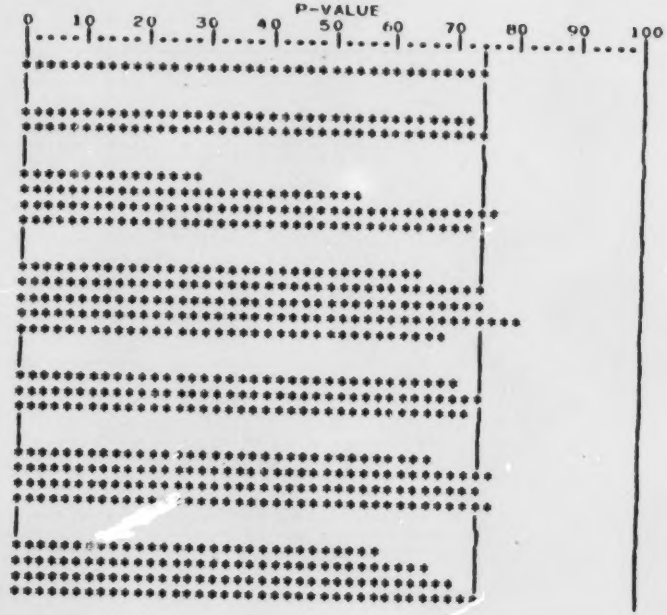
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
72.39	0.81			2252	ALL STUDENTS
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE D. ----					
75.55	0.87	3.16*	1.16	98	VERY SATISFIED
73.64	0.82	1.24	0.74	1251	SATISFIED
71.45	1.54	-0.95	1.20	740	DISSATISIFED
67.80	7.35	-4.59	7.19	50	VERY DISSATISFIE
----IS YOUR SCHOOL AN ESEA TITLE 1 SCHOOL? ----					
70.77	1.15	-1.63*	0.68	1274	YES
75.04	0.88	2.64*	0.89	890	NO
----PARENTAL SUPPORT OF YOUR SCHOOL? ----					
74.76	1.14	2.36*	0.93	923	EXCELLENT
73.35	1.11	0.96	1.05	683	GOOD
73.59	1.24	1.20	1.37	279	AVERAGE
61.60	2.22	-10.80*	2.26	144	FAIR
63.88	7.52	-8.51*	7.44	135	POOR
----ATTITUDE OF STUDENTS TOWARD SCHOOL? ----					
75.39	1.44	3.00*	1.37	484	EXCELLENT
74.20	0.74	1.81*	0.78	1162	GOOD
67.84	2.04	-4.55*	1.75	444	AVERAGE
56.61	1.73	-15.78*	1.83	74	FAIR
0.0	0.0	-72.39*	0.80	0	POOR
----ATTENDANCE FIRST QUARTER ----					
69.85	1.66	-2.54	1.30	675	LOW
74.25	0.78	1.85*	0.75	1248	HIGH
----ATTENDANCE SECOND QUARTER ----					
70.48	1.30	-1.91*	0.96	938	LOW
74.94	0.94	2.55*	0.89	913	HIGH
----READING SPECIALIST ASSIGNED TO SCHOOL? ----					
71.76	1.09	-0.63	0.71	1262	YES, FULL TIME
74.20	1.32	1.80	1.10	717	YES, PART TIME
70.52	1.98	-1.88	1.96	160	NO



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 9-YEAR OLDS SPRING 1978

OBJECTIVE 2. ANALYZE WHAT IS READ

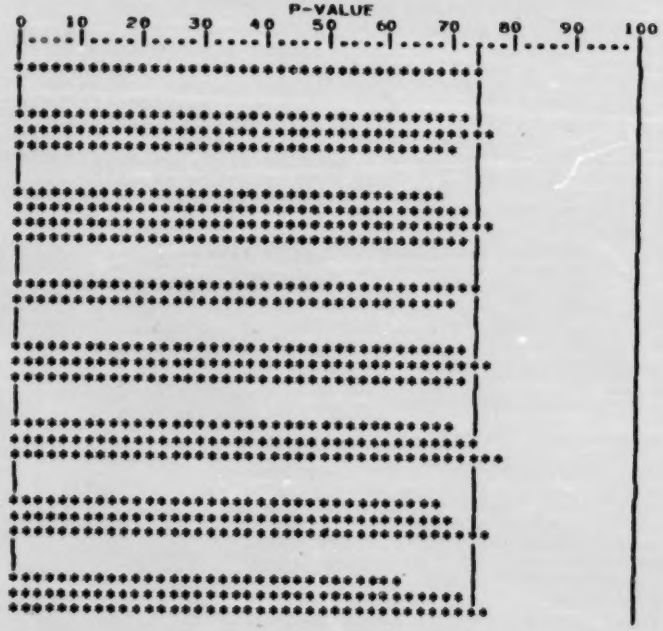
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
73.48	1.03			2252	ALL STUDENTS
----SEX OF THE STUDENT					----
72.22	1.24	-1.26*	0.52	1105	MALE
74.76	1.07	1.28*	0.50	1144	FEMALE
----GRADE OF THE STUDENT					----
28.00	9.21	-45.48*	9.32	5	2ND GRADE
54.56	2.82	-18.93*	2.22	238	3RD GRADE
76.03	0.83	2.54*	0.50	1976	4TH GRADE
71.85	4.11	-1.63	4.13	31	5TH GRADE
----HOW DO YOU FEEL ABOUT SCHOOL?					----
64.39	2.44	-9.09*	2.17	117	STRONGLY DISLIKE
74.79	1.43	1.31	1.26	326	DISLIKE
74.64	1.24	1.16	0.82	596	SCHOOL IS OK
79.05	0.93	5.57*	0.86	641	LIKE
67.27	1.76	-6.21*	1.03	571	STRONGLY LIKE
----HOW DO YOU LIKE YOUR READING CLASSES?					----
69.64	2.21	-3.85*	1.90	150	DON'T LIKE THEM
74.56	1.04	1.08*	0.54	1232	IT'S OK
72.65	1.45	-0.84	0.80	867	LIKE THEM A LOT
----HOW OFTEN READ OUTSIDE SCHOOL FOR FUN?					----
65.71	1.32	-7.78*	0.99	520	HARDLY EVER
76.16	1.67	2.68	1.41	215	MONTHLY
74.67	1.14	1.19	0.72	594	WEEKLY
76.50	1.31	3.02*	0.62	921	DAILY
----HOW OFTEN DO YOU SEE PARENTS READING?					----
57.43	2.68	-16.05*	2.33	100	HARDLY EVER
66.56	4.26	-6.92	3.96	47	MONTHLY
70.56	1.71	-2.92*	1.35	267	WEEKLY
74.99	0.99	1.51*	0.27	1836	DAILY



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 9-YEAR OLDS SPRING 1978

OBJECTIVE 2. ANALYZE WHAT IS READ

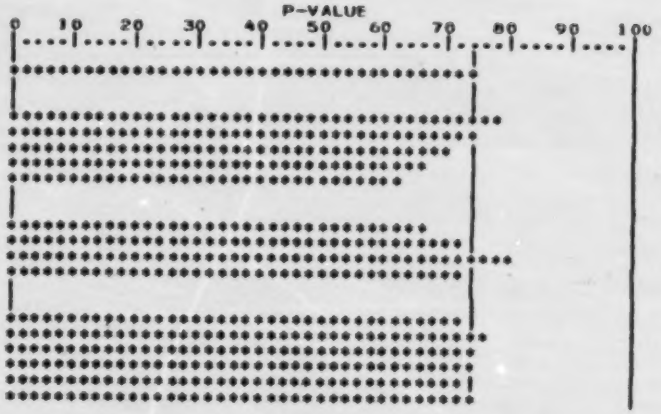
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
73.48	1.03			2252	ALL STUDENTS
----IN YOUR SPARE TIME AT HOME, YOUR PARENTS----					
72.27	1.53	-1.21	1.18	363	DON'T CARE
76.53	0.92	3.05*	0.59	1114	SUGGEST READ
69.64	1.54	-3.85*	0.81	772	ENCOURAGE READ
----HOW MUCH ARE YOUR PARENTS INVOLVED? ----					
68.79	2.04	-4.69*	1.89	154	HARDLY AT ALL
72.91	1.52	-0.57	1.08	403	ONLY A LITTLE
75.75	1.05	2.27*	0.58	746	QUITE A BIT
72.67	1.30	-0.81	0.59	947	A LOT
----TEACHERS SPEND ENOUGH TIME ON READING? ----					
73.73	1.01	0.25	0.16	2109	YES
70.60	2.76	-2.88	2.33	139	NO
----HOMEWORK - PRACTICE WORK ----					
71.62	1.49	-1.87*	0.82	772	DAILY
75.21	1.05	1.73*	0.59	1056	WEEKLY
72.78	1.40	-0.70	1.09	418	MONTHLY
----HOMEWORK - READING ASSIGNMENTS ----					
69.14	1.35	-4.35*	0.82	680	DAILY
73.09	1.30	-0.39	0.76	810	WEEKLY
77.78	1.06	4.29*	0.68	750	MONTHLY
----HOMEWORK - WRITING ASSIGNMENTS ----					
67.69	2.90	-5.79*	2.40	186	DAILY
70.17	1.34	-3.32*	0.85	682	WEEKLY
76.02	0.98	2.54*	0.52	1369	MONTHLY
----HOMEWORK - PROJECTS YOU DO ON YOUR OWN ----					
61.57	2.36	-11.91*	1.89	202	DAILY
71.16	1.25	-2.33*	0.87	619	WEEKLY
76.26	1.05	2.78*	0.53	1416	MONTHLY



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 9-YEAR OLDS SPRING 1978

OBJECTIVE 2. ANALYZE WHAT IS READ

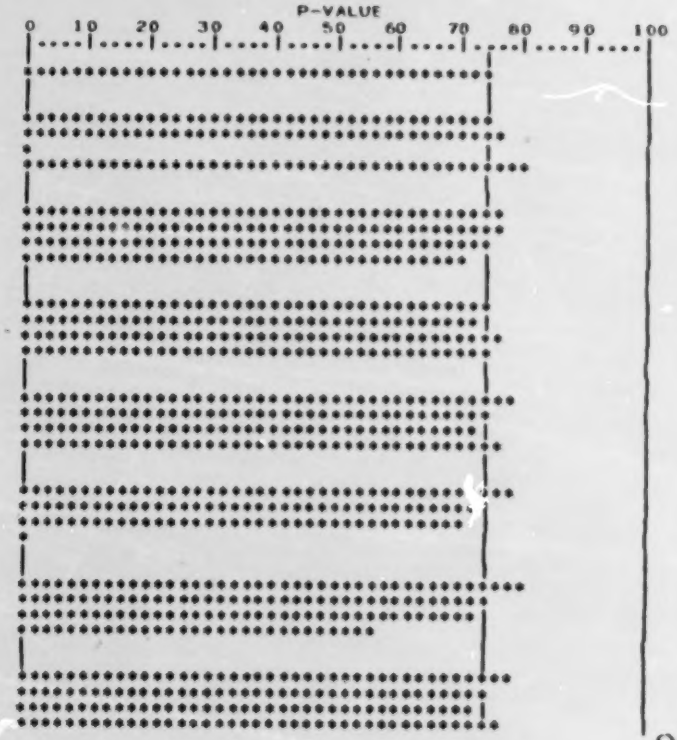
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
73.48	1.03			2252	ALL STUDENTS
----FAMILY OCCUPATIONAL STATUS				----	
77.45	0.97	3.97*	0.64	1038	HIGH
73.44	1.26	-0.04	0.75	605	MEDIUM
70.10	1.50	-3.39*	1.30	218	LOW
65.49	1.93	-8.00*	1.37	330	UNKNOWN
62.19	2.82	-11.30*	2.62	60	NONE
----KIND OF COMMUNITY				----	
65.92	2.14	-7.57*	1.79	534	BIG CITIES
72.44	2.26	-1.04	2.20	268	INDUSTRIAL
79.86	1.07	6.38*	1.15	795	RESIDENTIAL
72.09	1.41	-1.39	1.36	655	OTHER
----REGION OF THE STATE				----	
71.74	2.37	-1.74	1.87	603	BOSTON
75.30	2.42	1.82	2.08	457	NORTHEAST
73.78	3.19	0.29	3.23	188	PITTSFIELD
74.30	2.02	0.82	1.86	395	SOUTHEAST
71.37	2.66	-2.11	2.62	211	SPRINGFIELD
74.02	1.80	0.54	1.79	398	WORCESTER



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 9-YEAR OLDS SPRING 1978

OBJECTIVE 2. ANALYZE WHAT IS READ

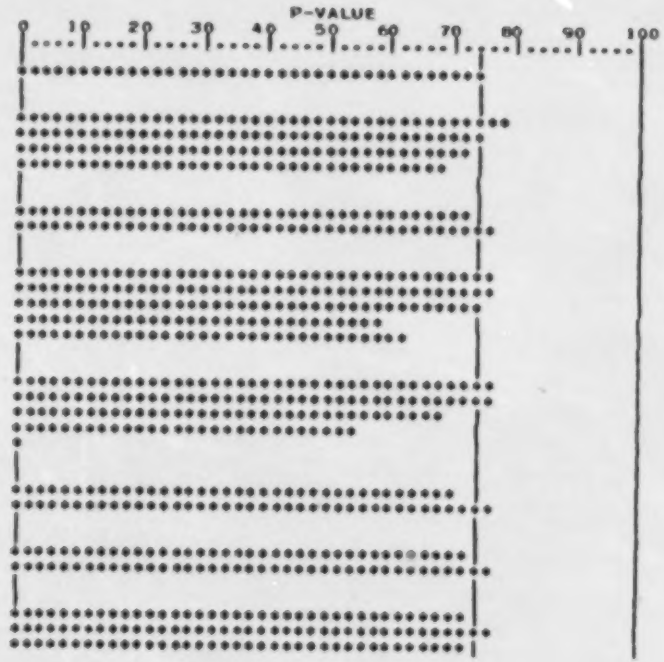
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
73.48	1.03			2252	ALL STUDENTS
----EMPHASIS ON OBJECTIVE A.					----
73.28	1.13	-0.20	0.29	2015	FIRST
76.37	1.30	2.89	1.59	124	SECOND
0.0	0.0	-73.48*	1.03	0	THIRD
80.00	0.94	6.52*	1.38	25	FOURTH
----EMPHASIS ON OBJECTIVE B.					----
76.57	1.97	3.08	2.16	74	FIRST
75.14	1.94	1.66	1.60	695	SECOND
74.31	1.51	0.83	1.21	917	THIRD
69.35	2.17	-4.14*	1.92	478	FOURTH
----EMPHASIS ON OBJECTIVE C.					----
74.40	1.06	0.92	1.47	25	FIRST
71.27	1.83	-2.22	1.46	730	SECOND
75.69	2.31	2.21	2.03	485	THIRD
74.22	1.45	0.74	1.18	924	FOURTH
----EMPHASIS ON OBJECTIVE D.					----
78.80	1.07	5.32*	1.46	50	FIRST
74.00	1.94	0.51	1.68	589	SECOND
71.31	1.64	-2.18	1.34	814	THIRD
75.34	1.93	1.85	1.56	711	FOURTH
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE A.					----
78.51	1.84	5.03*	1.78	383	VERY SATISFIED
73.00	1.19	-0.49	0.75	1559	SATISFIED
70.46	3.77	-3.02	3.49	197	DISSATISIFED
0.0	0.0	-73.48*	1.03	0	VERY DISSATISFIE
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE B.					----
80.22	1.30	6.74*	1.55	245	VERY SATISFIED
74.02	1.15	0.53	0.87	1376	SATISFIED
71.52	2.58	-1.97	2.21	456	DISSATISIFED
57.00	0.80	-16.48*	1.30	40	VERY DISSATISFIE
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE C.					----
77.78	1.48	4.30*	1.72	164	VERY SATISFIED
73.64	1.22	0.16	0.80	1474	SATISFIED
72.86	2.57	-0.62	2.17	476	DISSATISIFED
75.60	0.96	2.12	1.49	25	VERY DISSATISFIE



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 9-YEAR OLDS SPRING 1978

OBJECTIVE 2. ANALYZE WHAT IS READ

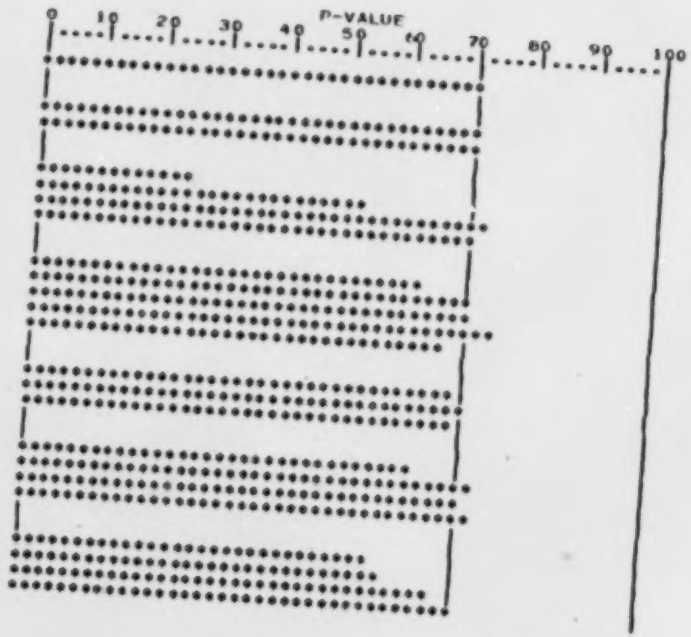
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
73.48	1.83			2252	ALL STUDENTS
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE D. ----					
77.64	1.76	4.16*	1.98	98	VERY SATISFIED
74.77	1.10	1.29	0.95	1251	SATISFIED
72.13	2.12	-1.36	1.59	740	DISSATISIFED
67.69	7.93	-5.79	7.77	50	VERY DISSATISFIE
----IS YOUR SCHOOL AN ESEA TITLE I SCHOOL? ----					
71.49	1.45	-2.00*	0.86	1274	YES
76.44	1.26	2.96*	1.16	890	NO
----PARENTAL SUPPORT OF YOUR SCHOOL? ----					
75.85	1.34	2.37*	1.16	923	EXCELLENT
75.73	1.56	2.25	1.40	683	GOOD
74.91	1.40	1.43	1.59	279	AVERAGE
58.33	3.06	-15.15*	3.12	144	FAIR
61.62	2.47	-11.86*	2.47	135	POOR
----ATTITUDE OF STUDENTS TOWARD SCHOOL? ----					
75.32	1.86	1.84	1.75	484	EXCELLENT
76.20	1.08	2.72*	1.00	1162	GOOD
68.04	2.49	-5.44*	2.16	444	AVERAGE
53.73	1.79	-19.75*	2.00	74	FAIR
0.0	0.0	-73.48*	1.03	0	POOR
----ATTENDANCE FIRST QUARTER ----					
70.63	2.16	-2.85	1.69	675	LOW
75.53	1.00	2.04*	0.96	1248	HIGH
----ATTENDANCE SECOND QUARTER ----					
71.04	1.68	-2.44*	1.23	938	LOW
76.55	1.13	3.07*	1.11	913	HIGH
----READING SPECIALIST ASSIGNED TO SCHOOL? ----					
72.63	1.44	-0.86	0.90	1262	YES, FULL TIME
75.14	1.63	1.65	1.40	717	YES, PART TIME
72.48	3.11	-1.00	3.01	168	NO



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 9-YEAR OLDS SPRING 1978

OBJECTIVE 3. USE WHAT IS READ

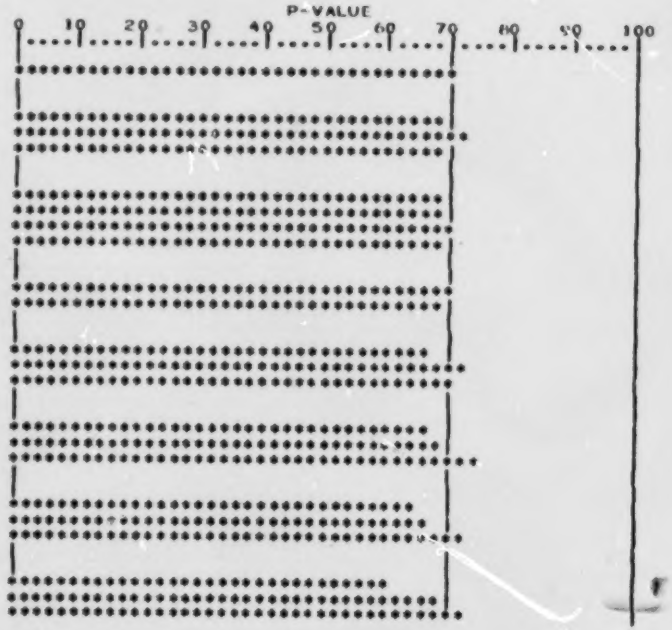
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE		REPORTING GROUP
69.44	0.92			2252		ALL STUDENTS
----SEX OF THE STUDENT						
69.05	1.08	-0.39	0.47	1105	----	MALE
69.85	0.99	0.41	0.46	1144		FEMALE
----GRADE OF THE STUDENT						
24.40	6.16	-45.04*	6.23	5	----	2ND GRADE
52.14	2.41	-17.30*	1.86	238		3RD GRADE
71.73	0.71	2.29*	0.44	1976		4TH GRADE
70.40	3.69	0.96	3.68	31		5TH GRADE
----HOW DO YOU FEEL ABOUT SCHOOL?						
62.14	2.24	-7.30*	1.85	117	----	STRONGLY DISLIKE
70.40	1.12	0.96	1.05	326		DISLIKE
69.44	1.09	0.00	0.75	596		SCHOOL IS OK
74.28	0.78	4.84*	0.75	641		LIKE
65.06	1.68	-4.38*	0.89	571		STRONGLY LIKE
----HOW DO YOU LIKE YOUR READING CLASSES?						
66.07	1.55	-1.37	1.50	150	----	DON'T LIKE THEM
70.23	0.94	0.79	0.47	1232		IT'S OK
68.59	1.31	-0.85	0.68	867		LIKE THEM A LOT
----HOW OFTEN READ OUTSIDE SCHOOL FOR FUN?						
62.35	1.12	-7.09*	0.88	520	----	HARDLY EVER
71.40	1.41	1.96	1.18	215		MONTHLY
70.76	1.00	1.32*	0.64	594		WEEKLY
72.17	1.17	2.73*	0.53	921		DAILY
----HOW OFTEN DO YOU SEE PARENTS READING?						
56.49	2.59	-12.95*	2.53	100	----	HARDLY EVER
57.41	3.23	-12.03*	2.96	47		MONTHLY
66.40	1.72	-3.04*	1.25	267		WEEKLY
70.95	0.87	1.51*	0.26	1836		DAILY



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT [illegible] BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READ[illegible] -YEAR OLDS SPRING 1978

OBJECTIVE 3. USE WHAT IS READ

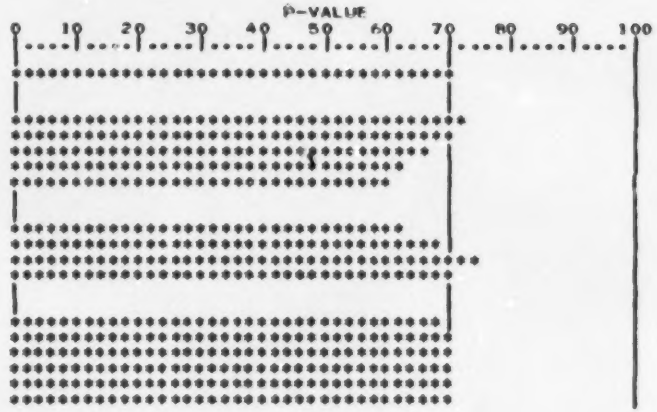
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
69.44	0.92			2252	ALL STUDENTS
----IN YOUR SPARE TIME AT HOME, YOUR PARENTS----					
67.60	1.33	-1.84*	0.93	363	DON'T CARE
71.63	0.78	2.19*	0.52	1114	SUGGEST READ
67.13	1.40	-2.31*	0.74	772	ENCOURAGE READ
----HOW MUCH ARE YOUR PARENTS INVOLVED? ----					
67.39	1.43	-2.05	1.32	154	HARDLY AT ALL
68.85	1.34	-0.59	0.91	403	ONLY A LITTLE
70.78	0.91	1.34*	0.59	746	QUITE A BIT
68.94	1.22	-0.50	0.55	947	A LOT
----TEACHERS SPEND ENOUGH TIME ON READING? ----					
69.59	0.92	0.15	0.14	2109	YES
67.54	2.43	-1.90	2.11	139	NO
----HOMEWORK - PRACTICE WORK ----					
66.39	1.25	-3.05*	0.68	772	DAILY
71.62	0.93	2.18*	0.48	1056	WEEKLY
69.76	1.30	0.32	1.01	418	MONTHLY
----HOMEWORK - READING ASSIGNMENTS ----					
66.18	1.33	-3.26*	0.72	680	DAILY
68.04	1.00	-1.40*	0.58	810	WEEKLY
73.87	0.84	4.43*	0.56	750	MONTHLY
----HOMEWORK - WRITING ASSIGNMENTS ----					
63.26	2.95	-6.18*	2.45	186	DAILY
66.50	1.08	-2.94*	0.68	682	WEEKLY
71.82	0.86	2.38*	0.43	1369	MONTHLY
----HOMEWORK - PROJECTS YOU DO ON YOUR OWN ----					
60.54	2.02	-8.90*	1.65	202	DAILY
67.99	1.11	-1.45*	0.70	619	WEEKLY
71.40	0.92	1.96*	0.41	1416	MONTHLY



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 9-YEAR OLDS SPRING 1978

OBJECTIVE 3. USE WHAT IS READ

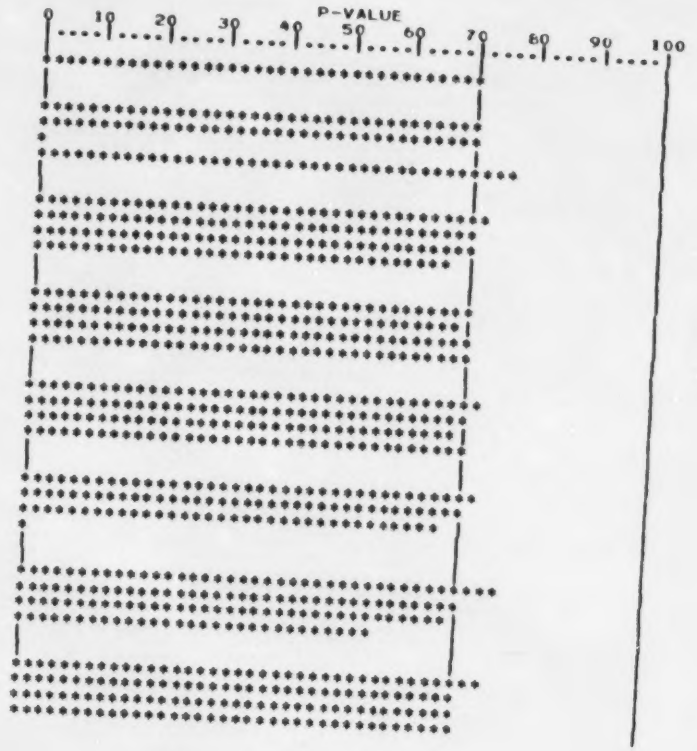
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
69.44	0.92			2252	ALL STUDENTS
----FAMILY OCCUPATIONAL STATUS					----
73.00	0.88	3.56*	0.56	1038	HIGH
69.45	1.07	0.01	0.63	605	MEDIUM
65.34	1.28	-4.10*	1.16	218	LOW
62.65	1.64	-6.79*	1.17	330	UNKNOWN
60.57	2.82	-8.87*	2.59	60	NONE
----KIND OF COMMUNITY					----
62.49	2.05	-6.94*	1.65	534	BIG CITIES
68.78	2.29	-0.66	2.17	268	INDUSTRIAL
74.51	0.83	5.08*	0.99	795	RESIDENTIAL
69.03	1.15	-0.41	1.17	655	OTHER
----REGION OF THE STATE					----
68.23	2.13	-1.21	1.68	603	BOSTON
70.26	2.01	0.82	1.77	457	NORTHEAST
70.86	2.45	1.42	2.52	188	PITTSFIELD
69.18	2.09	-0.26	1.85	395	SOUTHEAST
69.90	2.06	0.46	2.08	211	SPRINGFIELD
70.11	1.48	0.67	1.51	398	WORCESTER



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 9-YEAR OLDS SPRING 1978

OBJECTIVE 3. USE WHAT IS READ

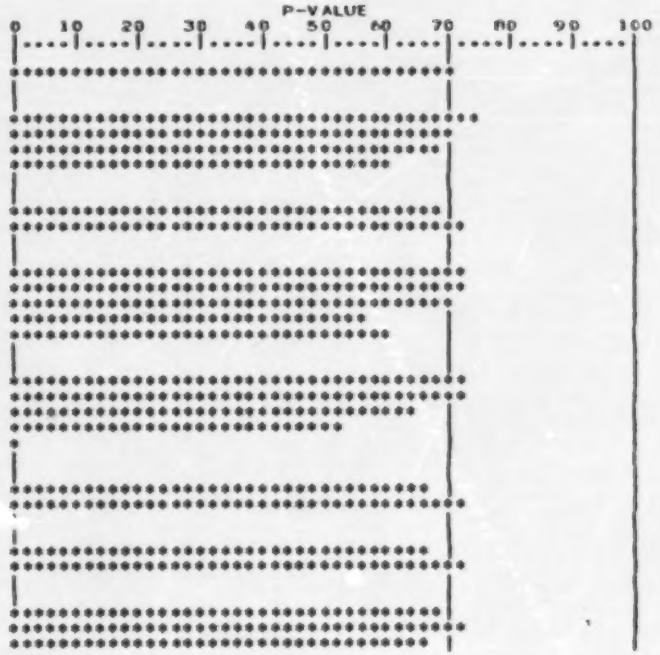
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
69.44	0.92			2252	ALL STUDENTS
----EMPHASIS ON OBJECTIVE A.					----
69.36	1.01	-0.08	0.24	2015	FIRST
70.70	0.58	1.26	1.07	124	SECOND
0.0	0.0	-69.44*	0.92	0	THIRD
75.48	0.85	6.04*	1.25	25	FOURTH
----EMPHASIS ON OBJECTIVE B.					----
71.22	0.62	1.78	1.10	74	FIRST
69.92	1.57	0.48	1.34	695	SECOND
70.95	1.27	1.51	1.04	917	THIRD
65.91	2.23	-3.53	1.88	478	FOURTH
----EMPHASIS ON OBJECTIVE C.					----
70.84	0.79	1.40	1.21	25	FIRST
68.36	1.78	-1.08	1.37	730	SECOND
70.34	1.94	0.90	1.73	485	THIRD
69.96	1.26	0.52	1.04	924	FOURTH
----EMPHASIS ON OBJECTIVE D.					----
72.26	2.34	2.82	2.46	50	FIRST
69.91	1.73	0.47	1.48	589	SECOND
67.83	1.59	-1.61	1.22	814	THIRD
70.90	1.53	1.46	1.31	711	FOURTH
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE A. ----					
72.86	1.40	3.42*	1.44	383	VERY SATISFIED
69.41	1.09	-0.03	0.66	1559	SATISFIED
66.13	3.53	-3.30	3.26	197	DISSATISIFED
0.0	0.0	-69.44*	0.92	0	VERY DISSATISFIE
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE B. ----					
75.19	1.31	5.75*	1.48	245	VERY SATISFIED
69.69	0.97	0.26	0.79	1376	SATISFIED
68.17	2.52	-1.27	2.11	456	DISSATISIFED
56.20	0.73	-13.24*	1.16	40	VERY DISSATISFIE
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE C. ----					
73.06	1.19	3.62*	1.43	164	VERY SATISFIED
69.19	1.13	-0.25	0.69	1474	SATISFIED
70.26	2.07	0.82	1.79	476	DISSATISIFED
70.24	0.79	0.80	1.21	25	VERY DISSATISFIE



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 9-YEAR OLDS SPRING 1978

OBJECTIVE 3. USE WHAT IS READ

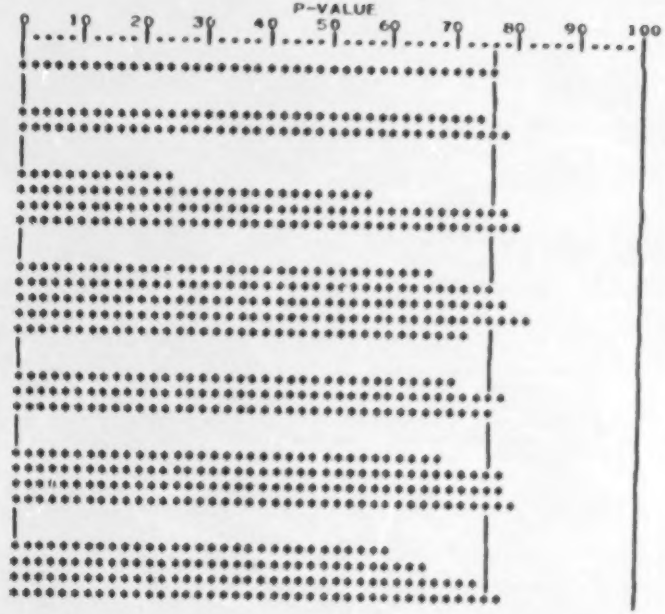
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
69.44	0.92			2252	ALL STUDENTS
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE D. ----					
73.70	1.99	4.26*	2.11	98	VERY SATISFIED
70.66	0.92	1.22	0.85	1251	SATISFIED
68.38	1.84	-1.06	1.38	740	DISSATISIFED
60.64	8.66	-8.80	8.47	50	VERY DISSATISFIE
----IS YOUR SCHOOL AN ESEA TITLE I SCHOOL? ----					
67.40	1.30	-2.04*	0.77	1274	YES
72.49	1.04	3.05*	1.02	890	NO
----PARENTAL SUPPORT OF YOUR SCHOOL? ----					
71.13	1.25	1.69	1.05	923	EXCELLENT
71.79	1.09	2.35*	1.12	683	GOOD
70.95	1.21	1.51	1.41	279	AVERAGE
55.11	2.23	-14.33*	2.25	144	FAIR
60.64	3.45	-8.80*	3.31	135	POOR
----ATTITUDE OF STUDENTS TOWARD SCHOOL? ----					
72.22	1.77	2.78	1.63	484	EXCELLENT
71.44	0.79	2.00*	0.89	1162	GOOD
64.64	2.39	-4.80*	2.02	444	AVERAGE
51.34	2.40	-18.10*	2.46	74	FAIR
0.0	0.0	-69.44*	0.92	0	POOR
----ATTENDANCE FIRST QUARTER ----					
66.21	1.83	-3.22*	1.45	675	LOW
71.70	0.78	2.26*	0.86	1248	HIGH
----ATTENDANCE SECOND QUARTER ----					
66.58	1.39	-2.86*	1.06	938	LOW
72.76	0.93	3.32*	0.98	913	HIGH
----READING SPECIALIST ASSIGNED TO SCHOOL? ----					
68.83	1.22	-0.60	0.81	1262	YES, FULL TIME
71.46	1.35	2.02	1.19	717	YES, PART TIME
65.93	3.75	-3.51	3.52	160	NO



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 9-YEAR OLDS SPRING 1978

OBJECTIVE 4. REASON LOGICALLY FROM WHAT IS READ

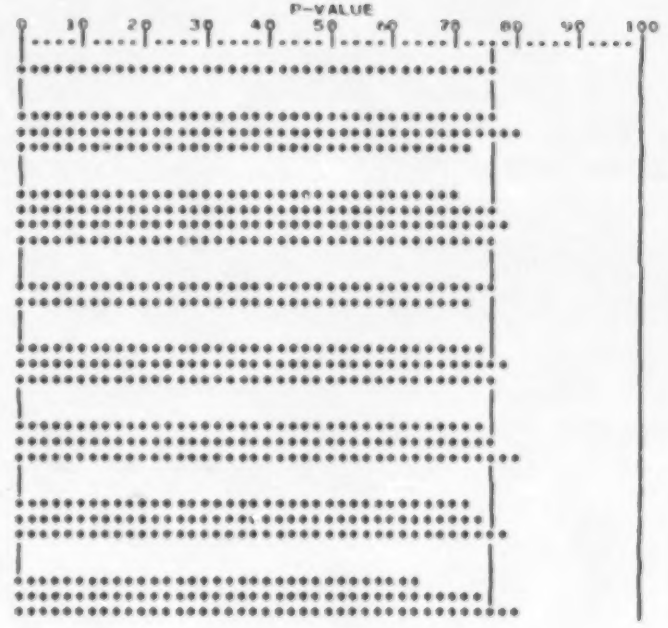
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
76.27	1.01			2252	ALL STUDENTS
----SEX OF THE STUDENT				----	
74.15	1.16	-2.12*	0.49	1105	MALE
78.36	1.08	2.09*	0.49	1144	FEMALE
----GRADE OF THE STUDENT				----	
24.80	11.13	-51.47*	11.20	5	2ND GRADE
55.87	2.87	-20.40*	2.38	238	3RD GRADE
78.92	0.83	2.65*	0.51	1976	4TH GRADE
79.73	4.38	3.46	4.40	31	5TH GRADE
----HOW DO YOU FEEL ABOUT SCHOOL?				----	
66.61	2.64	-9.66*	2.37	117	STRONGLY DISLIKE
76.01	1.30	-0.26	1.22	326	DISLIKE
77.44	1.24	1.17	0.77	596	SCHOOL IS OK
81.37	0.92	5.10*	0.88	641	LIKE
71.56	1.82	-4.71*	1.11	571	STRONGLY LIKE
----HOW DO YOU LIKE YOUR READING CLASSES?				----	
70.59	2.18	-5.67*	2.03	150	DON'T LIKE THEM
77.65	1.02	1.38*	0.55	1232	IT'S OK
75.32	1.48	-0.95	0.81	867	LIKE THEM A LOT
----HOW OFTEN READ OUTSIDE SCHOOL FOR FUN?				----	
68.40	1.37	-7.87*	1.01	520	HARDLY EVER
78.09	1.70	1.82	1.50	215	MONTHLY
78.14	1.11	1.87*	0.82	594	WEEKLY
79.11	1.33	2.84*	0.69	921	DAILY
----HOW OFTEN DO YOU SEE PARENTS READING?				----	
60.19	2.91	-16.08*	2.68	100	HARDLY EVER
66.25	4.67	-10.02*	4.31	47	MONTHLY
74.12	1.73	-2.15	1.32	267	WEEKLY
77.74	0.95	1.48*	0.28	1836	DAILY



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 9-YEAR OLDS SPRING 1978

OBJECTIVE 4. REASON LOGICALLY FROM WHAT IS READ

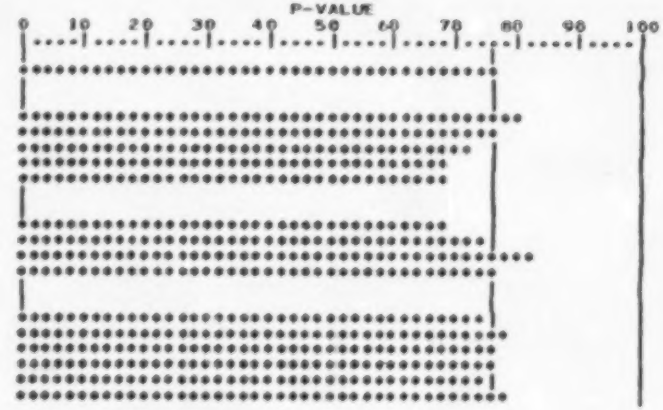
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
76.27	1.01			2252	ALL STUDENTS
----IN YOUR SPARE TIME AT HOME, YOUR PARENTS----					
75.41	1.45	-0.86	1.11	363	DON'T CARE
79.21	0.87	2.94*	0.57	1114	SUGGEST READ
72.41	1.50	-3.86*	0.76	772	ENCOURAGE READ
----HOW MUCH ARE YOUR PARENTS INVOLVED? ----					
70.89	1.89	-5.38*	1.74	154	HARDLY AT ALL
75.39	1.57	-0.88	1.20	403	ONLY A LITTLE
78.56	1.05	2.30*	0.63	746	QUITE A BIT
75.66	1.32	-0.60	0.65	947	A LOT
----TEACHERS SPEND ENOUGH TIME ON READING? ----					
76.64	1.00	0.38*	0.16	2109	YES
71.52	2.73	-4.75*	2.33	139	NO
----HOMEWORK - PRACTICE WORK ----					
73.83	1.49	-2.44*	0.82	772	DAILY
78.38	0.97	2.12*	0.61	1056	WEEKLY
75.81	1.61	-0.45	1.32	418	MONTHLY
----HOMEWORK - READING ASSIGNMENTS ----					
73.08	1.34	-3.19*	0.82	680	DAILY
75.13	1.26	-1.14	0.73	810	WEEKLY
80.51	1.08	4.24*	0.76	750	MONTHLY
----HOMEWORK - WRITING ASSIGNMENTS ----					
71.01	3.15	-5.26*	2.66	186	DAILY
73.68	1.36	-2.59*	0.91	682	WEEKLY
78.44	0.96	2.17*	0.53	1369	MONTHLY
----HOMEWORK - PROJECTS YOU DO ON YOUR OWN ----					
64.41	2.43	-11.87*	2.01	202	DAILY
74.27	1.24	-2.05*	0.83	619	WEEKLY
79.03	1.02	2.76*	0.53	1416	MONTHLY



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 9-YEAR OLDS SPRING 1978

OBJECTIVE 4. REASON LOGICALLY FROM WHAT IS READ

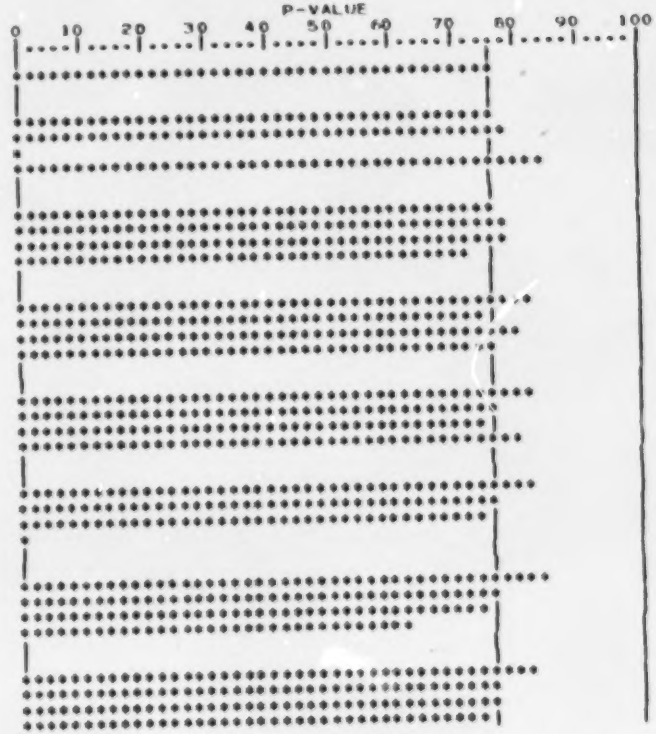
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
76.27	1.01			2252	ALL STUDENTS
----FAMILY OCCUPATIONAL STATUS					----
79.98	0.97	3.71*	0.61	1038	HIGH
76.19	1.11	-0.08	0.70	605	MEDIUM
72.73	1.56	-3.53*	1.36	218	LOW
68.79	1.93	-7.48*	1.41	330	UNKNOWN
67.31	3.23	-8.96*	2.86	60	NONE
----KIND OF COMMUNITY					----
68.02	2.06	-8.25*	1.73	534	BIG CITIES
74.95	2.45	-1.32	2.35	268	INDUSTRIAL
82.82	0.92	6.55*	1.11	795	RESIDENTIAL
75.34	1.31	-0.92	1.30	655	OTHER
----REGION OF THE STATE					----
74.77	2.39	-1.50	1.87	603	BOSTON
78.14	2.26	1.87	1.97	457	NORTHEAST
76.52	2.76	0.25	2.83	188	PITTSFIELD
76.31	2.00	0.04	1.84	395	SOUTHEAST
73.67	2.55	-2.60	2.52	211	SPRINGFIELD
77.53	1.70	1.26	1.71	398	WORCESTER



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 9-YEAR OLDS SPRING 1978

OBJECTIVE 4. REASON LOGICALLY FROM WHAT IS READ

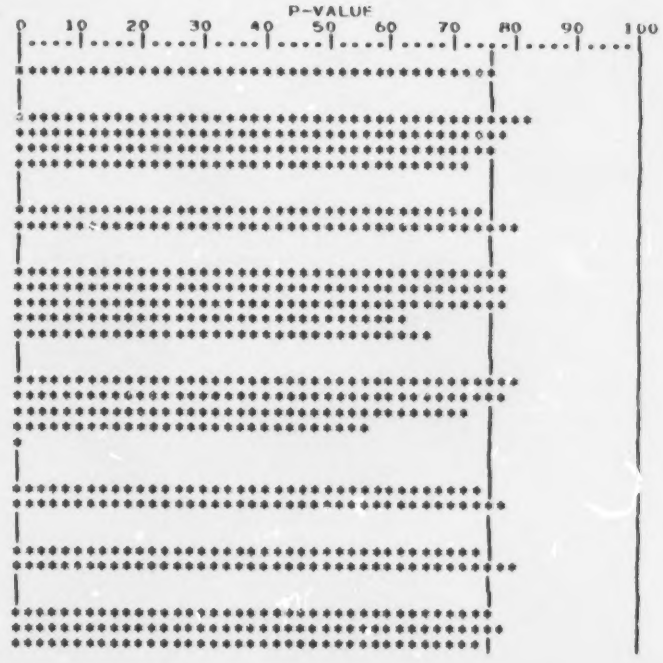
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
76.27	1.01			2252	ALL STUDENTS
----EMPHASIS ON OBJECTIVE A.					----
76.19	1.10	-0.08	0.29	2015	FIRST
78.74	1.67	2.47	1.87	124	SECOND
0.0	0.0	-76.27*	1.00	0	THIRD
83.04	1.06	6.77*	1.45	25	FOURTH
----EMPHASIS ON OBJECTIVE B.					----
76.92	2.15	0.65	2.32	74	FIRST
78.11	2.00	1.84	1.61	695	SECOND
77.21	1.33	0.94	1.14	917	THIRD
72.44	2.21	-3.83*	1.93	478	FOURTH
----EMPHASIS ON OBJECTIVE C.					----
81.68	0.90	5.41*	1.34	25	FIRST
74.80	1.77	-1.47	1.43	730	SECOND
79.63	2.21	3.36	1.95	485	THIRD
75.88	1.44	-0.39	1.17	9[illegible]	FOURTH
----EMPHASIS ON OBJECTIVE D.					----
82.24	0.84	5.97*	1.29	[illegible]	FIRST
75.79	1.76	-0.48	1.58	[illegible]89	SECOND
73.89	1.71	-2.38	1.[illegible]	814	THIRD
79.40	1.76	3.13*	1.48	711	FOURTH
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE A.					----
81.90	1.57	5.63*	1.61	383	VERY SATISFIED
75.71	1.15	-0.56	0.73	1559	SATISFIED
73.40	3.79	-2.87	3.49	197	DISSATISIFED
0.0	0.0	-76.27*	1.00	0	VERY DISSATISFIE
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE B.					----
83.07	1.37	6.80*	1.58	245	VERY SATISFIED
76.58	1.15	0.32	0.84	1376	SATISFIED
74.98	2.50	-1.29	2.14	456	DISSATISIFED
62.47	0.90	-13.79*	1.33	40	VERY DISSATISFIE
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE C.					----
82.33	1.17	6.06*	1.49	164	VERY SATISFIED
76.27	1.23	0.00	0.77	1474	SATISFIED
76.07	2.30	-0.20	1.97	476	DISSATISIFED
74.40	1.18	-1.87	1.54	25	VERY DISSATISFIE



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 9-YEAR OLDS SPRING 1978

OBJECTIVE 4. REASON LOGICALLY FROM WHAT IS READ

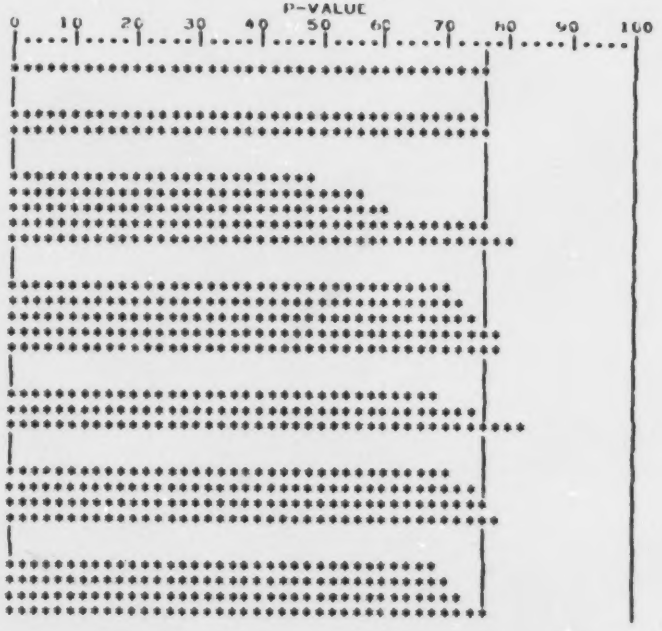
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
76.27	1.01			2252	ALL STUDENTS
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE D. ----					
82.04	1.91	5.77*	2.10	98	VERY SATISFIED
77.20	1.09	0.94	0.93	1251	SATISFIED
75.47	2.01	-0.80	1.53	740	DISSATISIFED
71.11	9.81	-5.16	9.58	50	VERY DISSATISFIE
----IS YOUR SCHOOL AN ESEA TITLE 1 SCHOOL? ----					
74.51	1.44	-1.76*	0.85	1274	YES
79.10	1.20	2.83*	1.13	890	NO
----PARENTAL SUPPORT OF YOUR SCHOOL? ----					
78.77	1.42	2.50*	1.16	923	EXCELLENT
78.15	1.36	1.89	1.31	683	GOOD
77.55	1.78	1.28	1.88	279	AVERAGE
61.50	2.52	-14.77*	2.59	144	FAIR
66.51	2.81	-9.76*	2.77	135	POOR
----ATTITUDE OF STUDENTS TOWARD SCHOOL? ----					
79.02	2.00	2.75	1.83	484	EXCELLENT
78.42	0.99	2.15*	0.99	1162	GOOD
71.81	2.51	-4.46*	2.16	444	AVERAGE
56.31	1.68	-19.96*	1.88	74	FAIR
0.0	0.0	-76.27*	1.00	0	POOR
----ATTENDANCE FIRST QUARTER ----					
73.72	2.14	-2.54	1.66	675	LOW
78.26	0.94	1.99*	0.94	1248	HIGH
----ATTENDANCE SECOND QUARTER ----					
74.10	1.62	-2.17	1.19	938	LOW
79.18	1.16	2.91*	1.10	913	HIGH
----READING SPECIALIST ASSIGNED TO SCHOOL? ----					
75.66	1.36	-0.61	0.89	1262	YES, FULL TIME
77.92	1.62	1.65	1.36	717	YES, PART TIME
74.93	3.65	-1.34	3.48	160	NO



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 17-YEAR OLDS SPRING 1978

TOTAL TEST SCORE

P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
75.12	0.64			2019	ALL STUDENTS
----SEX OF THE STUDENT					----
74.40	0.81	-0.72	0.40	945	MALE
75.78	0.67	0.66	0.37	1072	FEMALE
----GRADE OF THE STUDENT					----
47.99	11.40	-27.13*	11.35	2	8TH GRADE
56.96	4.74	-18.16*	4.76	9	9TH GRADE
59.20	1.45	-15.92*	1.25	163	10TH GRADE
75.36	0.64	0.24	0.42	1237	11TH GRADE
79.31	0.75	4.19*	0.56	605	12TH GRADE
----HOW DO YOU FEEL ABOUT SCHOOL?					----
69.69	1.63	-5.43*	1.42	114	STRONGLY DISLIKE
71.12	0.98	-4.00*	0.80	281	DISLIKE
73.39	0.77	-1.73*	0.45	624	SCHOOL IS OK
78.01	0.62	2.89*	0.30	883	LIKE
78.02	2.07	2.90	1.73	113	STRONGLY LIKE
----HOW DO YOU LIKE YOUR READING CLASSES?					----
68.62	1.19	-6.50*	0.90	315	DON'T LIKE THEM
73.02	0.61	-2.11*	0.32	1061	IT'S OK
81.87	0.70	6.75*	0.47	640	LIKE THEM A LOT
----HOW OFTEN READ OUTSIDE SCHOOL FOR FUN?					----
69.53	0.94	-5.59*	0.71	432	HARDLY EVER
73.68	0.68	-1.45*	0.57	410	MONTHLY
76.34	0.95	1.22*	0.61	485	WEEKLY
78.78	0.79	3.66*	0.44	689	DAILY
----HOW OFTEN DO YOU SEE PARENTS READING?					----
68.97	3.57	-6.16*	2.30	67	HARDLY EVER
70.77	1.70	-4.35*	1.51	52	MONTHLY
72.18	1.24	-2.95*	0.99	218	WEEKLY
75.92	0.60	0.80*	0.17	1679	DAILY

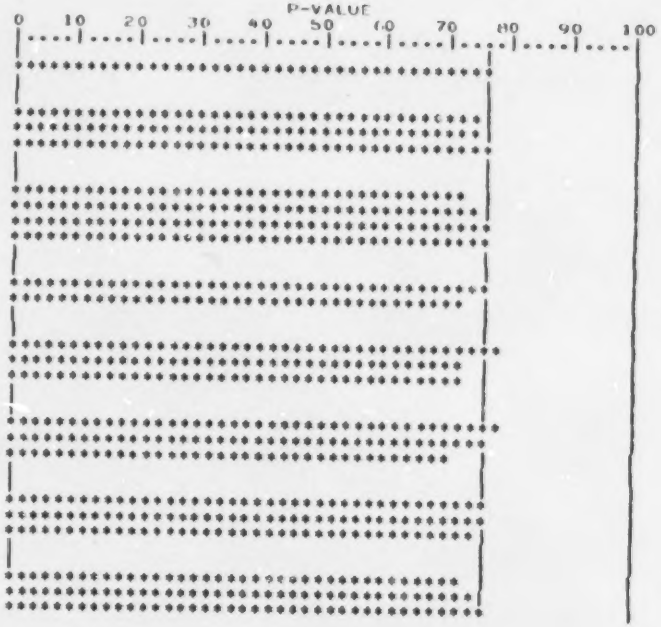


273

NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 17-YEAR OLDS SPRING 1978

TOTAL TEST SCORE

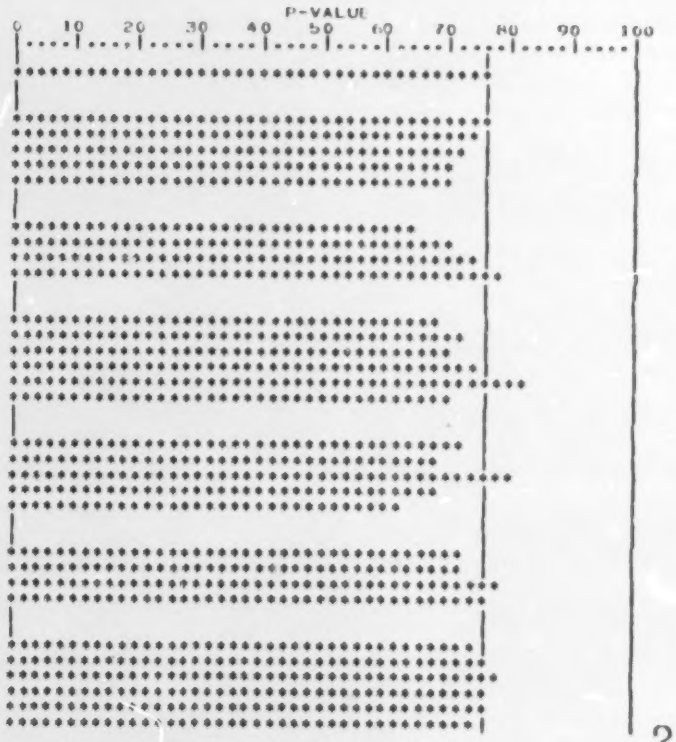
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
75.12	0.64			2019	ALL STUDENTS
----IN YOUR SPARE TIME AT HOME, YOUR PARENTS----					
74.92	0.65	-0.20	0.48	639	DON'T CARE
74.86	0.81	-0.26	0.39	926	SUGGEST READ
75.40	0.97	0.28	0.67	451	ENCOURAGE READ
----HOW MUCH ARE YOUR PARENTS INVOLVED? ----					
71.51	1.05	-3.61*	1.00	213	HARDLY AT ALL
74.17	0.85	-0.95	0.58	587	ONLY A LITTLE
76.36	0.72	1.24*	0.35	802	QUITE A BIT
75.93	1.00	0.81	0.70	413	A LOT
----TEACHERS SPEND ENOUGH TIME ON READING? ----					
76.16	0.66	1.04*	0.35	1515	YES
72.00	0.81	-3.12*	0.54	493	NO
----HOMEWORK - PRACTICE WORK ----					
77.68	0.66	2.56*	0.35	968	DAILY
72.74	0.82	-2.38*	0.54	516	WEEKLY
72.81	0.88	-2.31*	0.59	524	MONTHLY
----HOMEWORK - READING ASSIGNMENTS ----					
77.67	0.75	2.55*	0.41	828	DAILY
75.30	0.66	0.18	0.40	790	WEEKLY
69.91	0.89	-5.22*	0.69	396	MONTHLY
----HOMEWORK - WRITING ASSIGNMENTS ----					
76.93	1.61	1.61	1.30	134	DAILY
77.00	0.81	1.67*	0.46	698	WEEKLY
73.85	0.64	-1.28*	0.33	1184	MONTHLY
----HOMEWORK - PROJECTS YOU DO ON YOUR OWN ----					
72.05	1.51	-3.07*	1.32	134	DAILY
73.17	1.13	-1.95*	0.73	426	WEEKLY
76.02	0.60	0.90*	0.26	1455	MONTHLY



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 17-YEAR OLDS SPRING 1976

TOTAL TEST SCORE

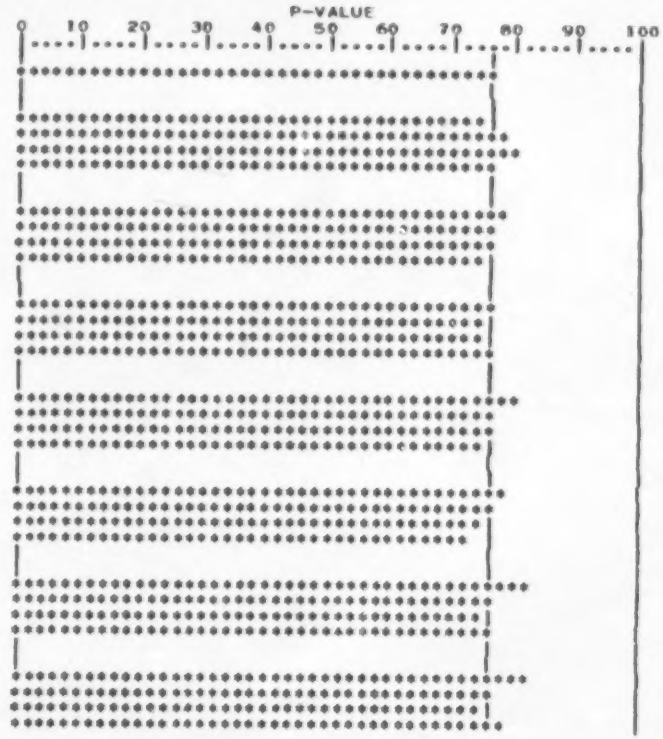
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
75.12	0.64			2019	ALL STUDENTS
----FAMILY OCCUPATIONAL STATUS					----
76.46	0.68	1.34*	0.34	1071	HIGH
74.96	0.80	-0.16	0.51	626	MEDIUM
71.91	1.26	-3.21*	1.22	161	LOW
70.66	2.03	-4.46*	1.74	92	UNKNOWN
69.50	1.66	-5.63*	1.54	67	NONE
----PARENTS WANT YOU TO GO TO COLLEGE?					----
64.69	1.48	-10.43*	1.38	135	HARDLY AT ALL
69.59	0.99	-5.54*	1.02	454	ONLY A LITTLE
74.48	0.74	-0.65	0.43	669	QUITE A BIT
78.53	0.72	3.41*	0.41	933	A LOT
----WHAT DO YOU PLAN TO DO?					----
67.05	1.30	-8.07*	1.10	233	FULL-TIME JOB
72.41	1.17	-2.42*	1.16	118	JOB-SCHOOL
70.79	1.04	-4.33*	0.90	219	SPECIAL TRAINING
73.84	0.88	-1.29	0.68	204	2-YEAR COLLEGE
81.80	0.51	6.66*	0.45	806	4-YEAR COLLEGE
70.37	0.89	-4.75*	0.67	416	DON'T KNOW
----WHICH BEST DESCRIBES YOUR PROGRAM?					----
71.24	1.06	-3.89*	0.94	273	GENERAL
68.49	1.69	-6.63*	1.57	158	VOCATIONAL
80.58	0.53	5.46*	0.46	1091	COLLEGE
68.98	0.87	-6.14*	0.80	332	BUSINESS
62.63	1.50	-12.49*	1.37	111	DON'T KNOW
----KIND OF COMMUNITY					----
71.76	1.75	-3.36*	1.48	941	BIG CITIES
71.43	1.67	-3.69*	1.74	237	INDUSTRIAL
77.69	0.81	2.56*	0.70	910	RESIDENTIAL
75.27	0.68	0.15	0.79	526	OTHER
----REGION OF THE STATE					----
74.15	1.51	-0.97	1.10	565	BOSTON
75.38	1.21	0.26	1.10	359	NORTHEAST
77.85	1.21	2.73*	1.32	183	PITSFIELD
75.71	1.35	0.56	1.25	360	SOUTHEAST
75.42	1.96	0.29	1.87	215	SPRINGFIELD
74.95	1.24	-0.17	1.19	337	WORCESTER



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 17-YEAR OLDS SPRING 1978

TOTAL TEST SCORE

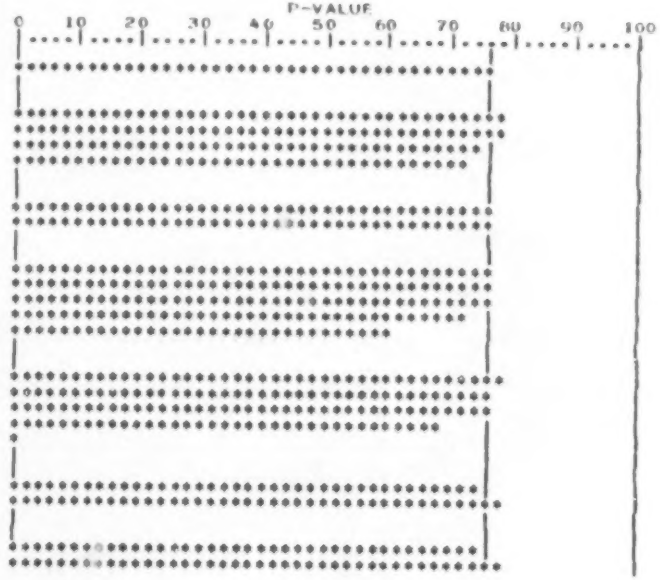
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
75.12	0.64			2019	ALL STUDENTS
----EMPHASIS ON OBJECTIVE A.					----
74.92	0.62	-0.20	0.43	1568	FIRST
78.76	1.69	3.64*	1.69	145	SECOND
79.38	2.35	4.26	2.33	80	THIRD
76.34	3.45	1.22	3.41	50	FOURTH
----EMPHASIS ON OBJECTIVE B.					----
78.87	1.99	3.74	2.00	70	FIRST
75.12	0.93	-0.01	0.78	730	SECOND
76.28	0.89	1.15	0.85	602	THIRD
74.84	1.28	-0.28	1.15	423	FOURTH
----EMPHASIS ON OBJECTIVE C.					----
76.78	1.91	1.65	1.92	95	FIRST
74.69	1.51	-0.44	1.37	387	SECOND
74.63	1.13	-0.49	1.12	306	THIRD
76.06	0.76	0.94	0.61	1037	FOURTH
----EMPHASIS ON OBJECTIVE D.					----
79.68	2.27	4.55*	2.22	110	FIRST
75.94	0.86	0.81	0.84	563	SECOND
75.04	0.94	-0.08	0.74	837	THIRD
74.76	1.20	-0.36	1.18	315	FOURTH
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE A.					----
77.23	2.19	2.11	2.04	175	VERY SATISFIED
75.85	0.67	0.73	0.55	1285	SATISFIED
74.41	1.61	-0.71	1.41	370	DISSATISIFED
72.94	0.80	-2.18*	1.01	17	VERY DISSATISFIE
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE B.					----
81.59	4.64	6.47	4.53	47	VERY SATISFIED
76.33	0.75	1.20	0.63	1039	SATISFIED
74.53	1.02	-0.60	0.84	658	DISSATISIFED
76.49	1.83	1.37	1.87	63	VERY DISSATISFIE
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE C.					----
81.03	2.18	5.91*	2.10	129	VERY SATISFIED
76.42	0.77	1.30*	0.65	976	SATISFIED
73.32	1.00	-1.81*	0.87	678	DISSATISIFED
78.95	0.52	3.83*	0.81	22	VERY DISSATISFIE



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 17-YEAR OLDS SPRING 1978

TOTAL TEST SCORE

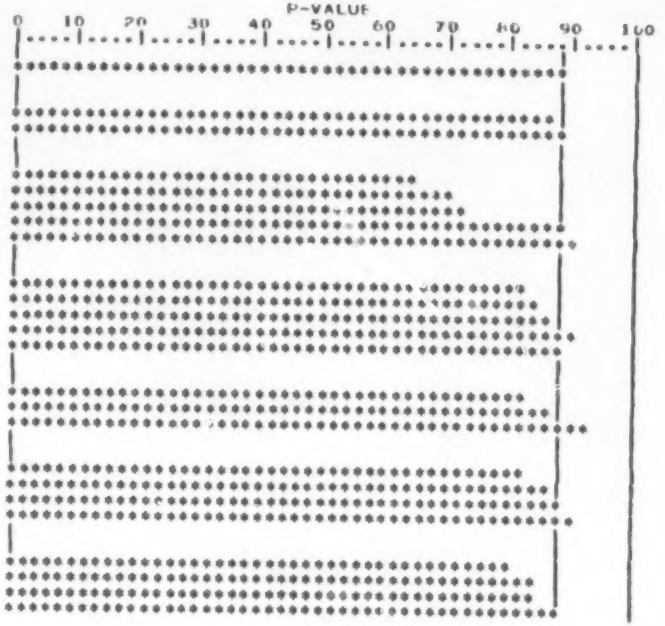
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
75.12	0.64			2019	ALL STUDENTS
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE D. ----					
77.94	2.28	2.82	2.27	62	VERY SATISFIED
77.28	0.84	2.16*	0.71	870	SATISFIED
74.41	0.93	-0.71	0.76	787	DISSATISIFED
72.47	1.88	-2.65	1.90	88	VERY DISSATISFIE
----IS YOUR SCHOOL AN ESEA TITLE I SCHOOL? ----					
75.50	0.80	0.37	0.73	761	YES
76.43	0.95	1.31	0.70	931	NO
----PARENTAL SUPPORT OF YOUR SCHOOL? ----					
75.58	1.55	0.45	1.35	397	EXCELLENT
76.82	0.67	1.70*	0.66	916	GOOD
75.22	1.32	0.09	1.19	436	AVERAGE
71.73	1.79	-3.39	1.82	86	FAIR
60.56	0.93	-14.57*	1.12	18	POOR
----ATTITUDE OF STUDENTS TOWARD SCHOOL? ----					
77.71	2.73	2.59	2.58	159	EXCELLENT
76.60	0.69	1.48*	0.59	1096	GOOD
75.51	0.94	0.39	0.92	473	AVERAGE
68.29	1.77	-6.83*	1.80	107	FAIR
0.0	0.0	-75.12*	0.63	0	POOR
----ATTENDANCE FIRST QUARTER ----					
74.16	0.91	-0.96	0.73	856	LOW
77.91	0.76	2.78*	0.71	826	HIGH
----ATTENDANCE SECOND QUARTER ----					
74.13	0.96	-0.99	0.75	818	LOW
77.45	0.73	2.32*	0.71	821	HIGH



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 17-YEAR OLDS SPRING 1978

OBJECTIVE 1. COMPREHEND WHAT IS READ

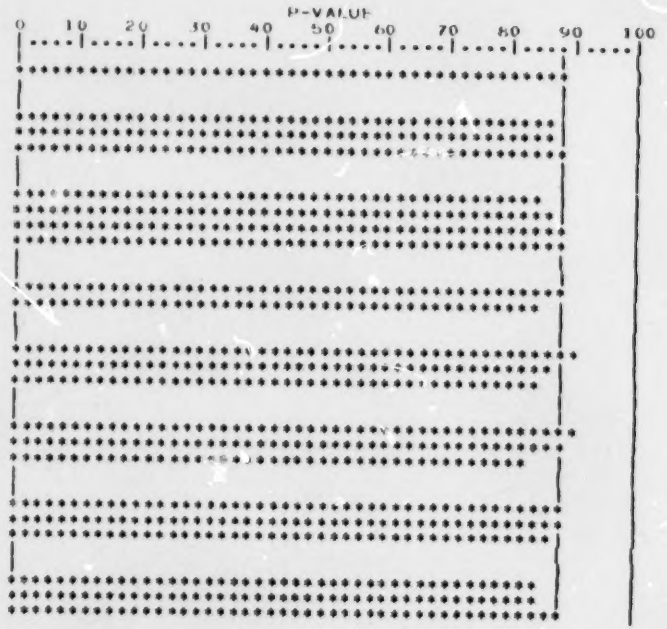
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
87.05	0.55			2014	ALL STUDENTS
----SEX OF THE STUDENT					----
86.25	0.72	-0.80*	0.38	945	MALE
87.79	0.60	0.73*	0.35	1072	FEMALE
----GRADE OF THE STUDENT					----
64.32	18.99	-22.73	18.56	2	8TH GRADE
70.02	7.92	-17.03*	7.74	9	9TH GRADE
72.26	1.65	-14.80*	1.48	163	10TH GRADE
87.55	0.63	0.50	0.39	1237	11TH GRADE
90.40	0.60	3.34*	0.57	605	12TH GRADE
----HOW DO YOU FEEL ABOUT SCHOOL?					----
81.58	1.79	-5.48*	1.56	114	STRONGLY DISLIKE
83.90	1.00	-3.15*	0.93	281	DISLIKE
85.85	0.79	-1.20*	0.61	624	SCHOOL IS OK
89.57	0.62	2.52*	0.35	863	LIKE
87.74	2.14	0.69	1.63	113	STRONGLY LIKE
----HOW DO YOU LIKE YOUR READING CLASSES?					----
81.52	1.30	-5.53*	1.01	315	DON'T LIKE THEM
85.55	0.55	-1.50*	0.29	1061	IT'S OK
92.29	0.54	5.22*	0.41	640	LIKE THEM A LOT
----HOW OFTEN READ OUTSIDE SCHOOL FOR FUN?					----
82.13	1.06	-4.92*	0.80	432	HARDLY EVER
86.62	0.73	-0.43	0.70	410	MONTHLY
88.37	0.75	1.32*	0.53	485	WEEKLY
89.55	0.72	2.49*	0.48	689	DAILY
----HOW OFTEN DO YOU SEE PARENTS READING?					----
80.16	2.55	-6.90*	2.36	67	HARDLY EVER
84.46	2.15	-2.59	2.04	52	MONTHLY
84.40	1.27	-2.66*	1.06	218	WEEKLY
87.77	0.54	0.71*	0.18	1679	DAILY



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 17-YEAR OLDS SPRING 1978

OBJECTIVE 1. COMPREHEND WHAT IS READ

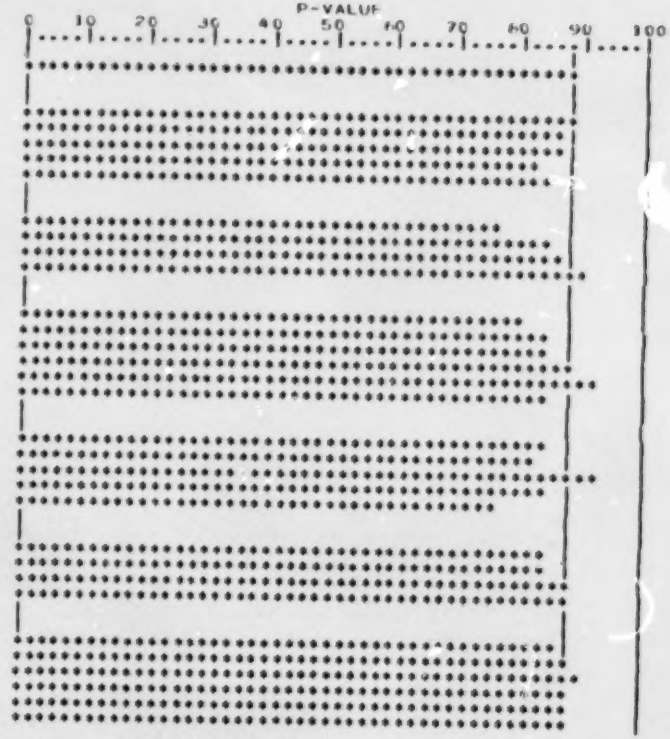
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
87.05	0.55			2019	ALL STUDENTS
----IN YOUR SPARE TIME AT HOME, YOUR PARENTS----					
[illegible]	0.66	-0.38	0.45	639	DIDN'T CARE
88.16	0.69	-0.19	0.45	926	SUGGEST READ
87.[illegible]	0.87	0.24	0.63	451	ENCOURAGE READ
----HOW MUCH ARE YOUR PARENTS INVOLVED? ----					
83.46	1.13	-3.66*	1.09	213	HARDLY AT ALL
86.27	0.91	-0.78	0.59	587	ONLY A LITTLE
88.38	0.61	1.33*	0.42	802	QUITE A BIT
87.38	0.95	0.32	0.67	413	A LOT
----TEACHERS SPEND ENOUGH TIME ON READING? ----					
88.21	0.54	1.11*	0.22	1515	YES
83.54	0.94	-3.51*	0.64	493	NO
----HOMEWORK - PRACTICE WORK ----					
89.19	0.61	2.14*	0.33	966	DAILY
85.[illegible]	0.68	-1.80*	0.50	518	WEEKLY
84.[illegible]	0.86	-2.24*	0.67	524	MONTHLY
----HOMEWORK - READING ASSIGNMENTS ----					
89.35	0.64	2.46*	0.40	628	DAILY
86.20	0.66	0.18	0.47	750	WEEKLY
82.31	0.90	-4.74*	0.71	396	MONTHLY
----HOMEWORK - WRITING ASSIGNMENTS ----					
87.30	1.55	0.25	1.20	134	DAILY
88.49	0.75	1.44*	0.46	698	WEEKLY
86.20	0.59	-0.85*	0.31	1164	MONTHLY
----HOMEWORK - PROJECTS YOU DO ON YOUR OWN ----					
83.82	1.48	-3.23*	1.33	134	DAILY
88.91	1.02	-2.14*	0.73	426	WEEKLY
88.01	0.56	0.96*	0.27	1455	MONTHLY



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 17-YEAR OLDS SPRING 1978

OBJECTIVE 1. COMPREHEND WHAT IS READ

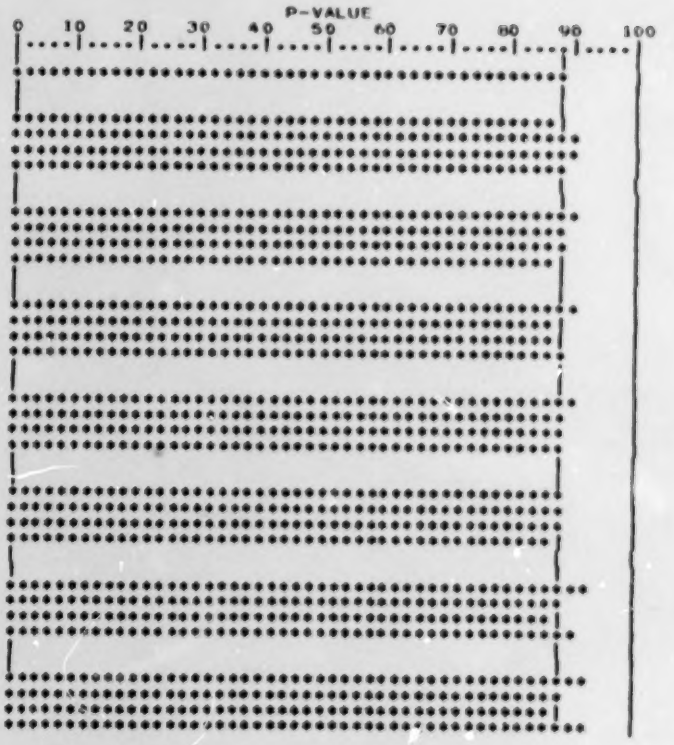
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
87.05	0.55			2019	ALL STUDENTS
----FAMILY OCCUPATIONAL STATUS					----
87.88	0.66	0.83*	0.34	1071	HIGH
86.94	0.76	-0.12	0.52	628	MEDIUM
86.24	1.20	-0.82	1.16	161	LOW
82.66	2.56	-4.40	2.26	92	UNKNOWN
83.01	1.66	-4.05*	1.58	67	NONE
----PARENTS WANT YOU TO GO TO COLLEGE?					----
76.47	1.79	-10.05*	1.64	135	HARDLY AT ALL
83.58	1.17	-3.40*	1.17	254	ONLY A LITTLE
86.61	0.71	-0.44	0.47	689	QUITE A BIT
89.71	0.64	2.66*	0.46	933	A LOT
----WHAT DO YOU PLAN TO DO?					----
79.85	1.48	-7.20*	1.58	233	FULL-TIME JOB
84.88	1.33	-2.17	1.36	118	JOB-SCHOOL
83.56	1.68	-3.49*	0.93	219	SPECIAL TRAINING
87.82	0.96	0.77	0.93	204	2-YEAR COLLEGE
92.16	0.48	5.10*	0.49	806	4-YEAR COLLEGE
83.14	1.04	-3.92*	0.79	416	DON'T KNOW
----WHICH BEST DESCRIBES YOUR PROGRAM?					----
83.59	1.14	-3.47*	0.99	273	GENERAL
82.29	1.08	-4.77*	1.74	198	VOCATIONAL
91.26	0.49	4.15*	0.44	1041	COLLEGE
83.52	0.95	-3.58*	0.89	337	BUSINESS
75.00	2.00	-12.09*	1.82	111	DON'T KNOW
----KIND OF COMMUNITY					----
84.67	1.45	-2.38	1.24	446	BIG CITIES
83.57	1.92	-3.48*	1.76	237	INDUSTRIAL
88.73	0.71	1.68*	0.61	810	RESIDENTIAL
87.79	0.67	0.73	0.72	526	OTHER
----REGION OF THE STATE					----
85.60	1.32	-1.45	1.01	565	BOSTON
87.17	1.11	0.12	0.99	359	NORTHEAST
89.89	1.35	2.83*	1.40	183	P TISFIELD
87.40	1.08	0.35	1.03	360	SOUTHEAST
88.60	1.71	1.55	1.64	215	SPRINGFIELD
87.41	0.98	0.36	0.97	337	WORCESTER



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 17-YEAR OLDS SPRING 1978

OBJECTIVE 1. COMPREHEND WHAT IS READ

P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
87.05	0.55			2019	ALL STUDENTS
----EMPHASIS ON OBJECTIVE A.					----
86.98	0.56	-0.07	0.36	1568	FIRST
90.00	1.54	2.95	1.53	145	SECOND
89.92	2.02	2.87	1.99	80	THIRD
88.66	1.45	1.61	1.51	50	FOURTH
----EMPHASIS ON OBJECTIVE B.					----
89.87	1.63	2.8[illegible]	1.65	70	FIRST
87.51	0.74	0.46	0.66	730	SECOND
88.31	0.74	1.25	0.73	602	THIRD
86.26	1.18	-0.80	1.[illegible]	423	FOURTH
----EMPHASIS ON OBJECTIVE C.					----
89.02	2.13	1.96	2.10	95	FIRST
86.94	1.28	-0.12	1.1[illegible]	387	SECOND
86.28	1.13	-0.77	1.07	306	THIRD
88.05	0.59	1.00	0.53	1037	FOURTH
----EMPHASIS ON OBJECTIVE D.					----
90.21	1.48	3.16*	1.48	110	FIRST
87.43	0.80	0.38	0.76	563	SECOND
87.31	0.77	0.26	0.64	837	THIRD
87.53	1.14	0.48	1.09	315	FOURTH
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE A. ----					
87.82	2.12	0.37	1.96	175	VERY SATISFIED
87.70	0.58	0.65	0.48	1285	SATISFIED
87.19	1.28	0.10	1.14	370	DISSATISIFED
85.18	0.68	-1.88*	0.87	17	VERY DISSATISFIE
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE B. ----					
91.34	3.45	4.29	3.38	47	VERY SATISFIED
88.03	0.65	0.9[illegible]	0.55	1039	SATISFIED
86.65	0.86	-0.41	0.72	658	DISSATISIFED
90.02	1.84	2.96	1.86	63	VERY DISSATISFIE
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE C. ----					
91.18	1.77	4.13*	1.71	129	VERY SATISFIED
88.14	0.66	1.09	0.57	976	SATISFIED
85.76	0.92	-1.30	0.77	678	DISSATISIFED
91.41	0.[illegible]9	4.36*	0.67	22	VERY DISSATISFIE



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSA[illegible]ISETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 17-YEAR OLDS SPRING 1978

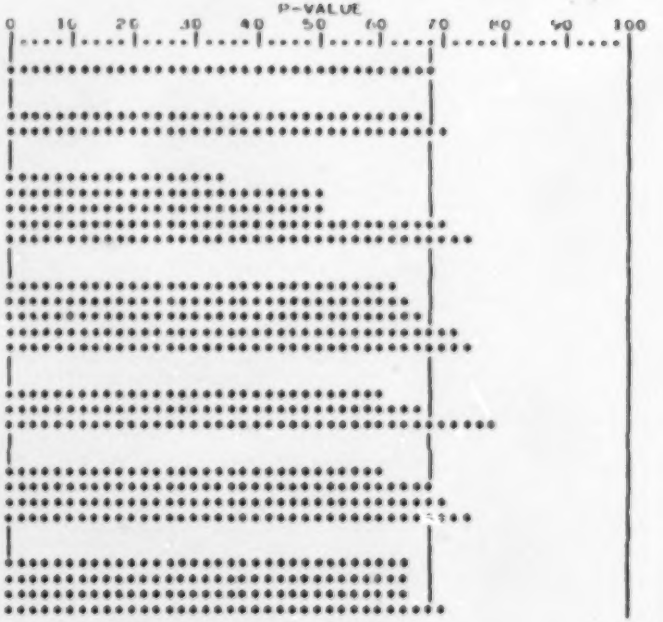
OBJECTIVE 1. COMPREHEND WHAT IS READ

P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
87.05	0.55			2019	ALL STUDENTS
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE D. ----					
88.08	1.82	1.03	1.83	62	VERY SATISFIED
88.84	0.71	1.79*	0.62	870	SATISFIED
86.58	0.82	-0.48	0.67	787	DISSATISIFED
86.08	2.17	-0.97	2.14	88	VERY DISSATISFIE
----IS YOUR SCHOOL AN ESEA TITLE [illegible] SCHOOL? ----					
87.31	0.72	0.26	0.6[illegible]	761	YES
88.31	0.76	1.25*	0.61	931	NO
----PARENTAL SUPPORT OF YOUR SCHOOL? ----					
88.03	1.17	0.98	1.06	397	EXCELLENT
88.10	0.57	1.05	0.58	916	GOOD
87.83	1.20	0.78	1.07	436	AVERAGE
84.14	1.66	-2.91	1.67	86	FAIR
75.44	1.00	-11.61*	1.13	18	POOR
----ATTITUDE OF STUDENTS TOWARD SCHOOL? ----					
88.64	1.92	1.59	1.84	159	EXCELLENT
88.40	0.58	1.35*	0.52	1096	GOOD
87.46	0.89	0.40	0.85	473	AVERAGE
82.44	1.87	-4.61*	1.85	107	FAIR
0.0	0.0	-87.05*	0.55	0	POOR
----ATTENDANCE FIRST QUARTER ----					
86.32	0.79	-0.73	0.63	856	LOW
89.54	0.56	2.48*	0.59	826	HIGH
----ATTENDANCE SECOND QUARTER ----					
86.33	0.82	-0.72	0.65	818	LOW
89.15	0.55	2.10*	0.60	821	HIGH

NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 17-YEAR OLDS SPRING 1978

OBJECTIVE 2. ANALYZE WHAT IS READ

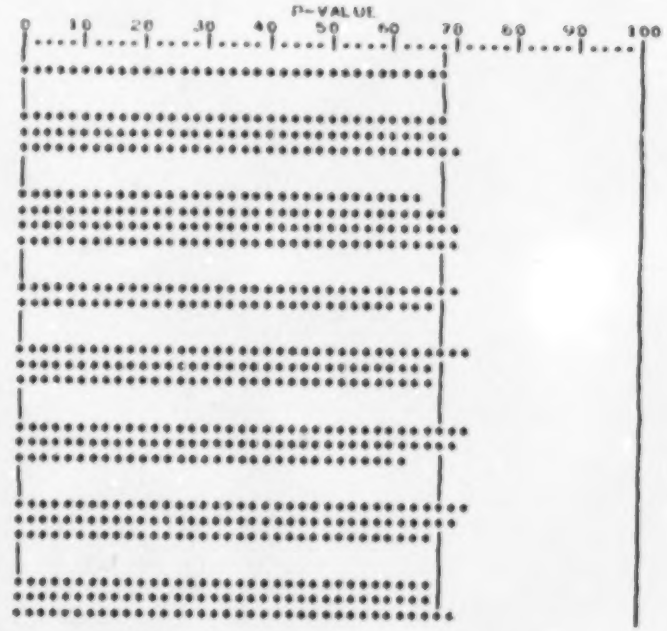
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
68.65	0.82			2019	ALL STUDENTS
----SEX OF THE STUDENT					----
66.67	1.01	-1.98*	0.52	945	MALE
70.45	0.89	1.80*	0.49	1072	FEMALE
----GRADE OF THE STUDENT					----
33.99	11.40	-34.66*	11.33	2	8TH GRADE
50.86	5.35	-17.80*	5.34	9	9TH GRADE
49.63	1.98	-19.02*	1.75	163	10TH GRADE
69.03	0.63	0.37	0.56	1237	11TH GRADE
73.49	1.17	4.83*	0.86	605	12TH GRADE
----HOW DO YOU FEEL ABOUT SCHOOL?					----
62.48	2.25	-6.17*	1.99	114	STRONGLY DISLIKE
63.13	1.45	-5.53*	1.18	281	DISLIKE
66.00	0.96	-2.66*	0.59	624	SCHOOL IS OK
72.42	0.84	3.76*	0.46	883	LIKE
74.53	2.36	5.88*	1.99	113	STRONGLY LIKE
---HOW DO YOU LIKE YOUR READING CLASSES?					----
59.08	1.55	-9.57*	1.22	315	DON'T LIKE THEM
66.09	0.79	-2.56*	0.46	1061	IT'S OK
77.72	0.97	9.06*	0.68	640	LIKE THEM A LOT
----HOW OFTEN READ OUTSIDE SCHOOL FOR FUN?					----
60.76	1.23	-7.96*	0.56	437	HARDLY EVER
67.09	1.00	-1.56	0.82	410	MONTHLY
69.91	1.30	1.25	0.67	485	WEEKLY
73.89	0.99	5.23*	0.69	669	DAILY
----HOW OFTEN DO YOU SEE PARENTS READING?					----
63.28	3.63	-5.38*	3.30	67	HARDLY EVER
63.55	2.35	-5.10*	2.20	52	MONTHLY
64.36	1.60	-4.30*	1.33	216	WEEKLY
69.63	0.80	0.98*	0.23	1674	DAILY



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 17-YEAR OLDS SPRING 1978

OBJECTIVE 2. ANALYZE WHAT IS READ

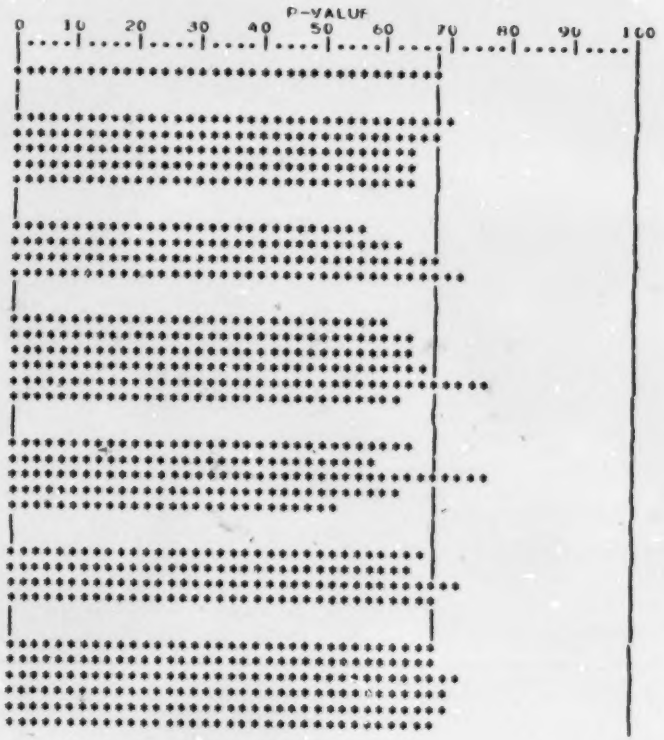
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
68.65	0.69			2019	ALL STUDENTS
----IN YOUR SPARE TIME AT HOME, YOUR PARENTS----					
68.59	0.92	-0.06	0.70	639	DON'T CARE
68.10	1.09	-0.56	0.56	920	SUGGEST READ
69.88	1.26	1.23	0.90	451	ENCOURAGE READ
----HOW MUCH ARE YOUR PARENTS INVOLVED? ----					
63.67	1.42	-4.90*	1.33	213	HARDLY AT ALL
67.61	1.12	-1.05	0.86	587	ONLY A LITTLE
70.20	0.99	1.54*	0.53	802	QUITE A BIT
69.86	1.23	1.21	0.89	413	A LOT
----TEACHERS SPEND ENOUGH TIME ON READING? ----					
69.85	0.89	1.36*	0.24	1515	YES
65.40	1.06	-3.45*	0.77	493	NO
----HOMEWORK - PRACTICE WORK ----					
72.63	0.88	3.58*	0.50	966	DAILY
65.33	1.13	-3.32*	0.79	518	WEEKLY
65.40	1.20	-3.25*	0.88	524	MONTHLY
----HOMEWORK - READING ASSIGNMENTS ----					
71.63	1.05	3.18*	0.62	828	DAILY
69.11	0.81	0.65	0.53	790	WEEKLY
61.68	1.23	-6.97*	0.99	396	MONTHLY
----HOMEWORK - WRITING ASSIGNMENTS ----					
72.45	2.26	4.24*	1.90	134	DAILY
70.89	1.01	2.68*	0.65	698	WEEKLY
66.90	0.96	-1.76*	0.42	1184	MONTHLY
----HOMEWORK - PROJECTS YOU DO ON YOUR OWN ----					
65.46	2.12	-3.19	1.92	134	DAILY
66.80	1.48	-1.84*	0.94	421	WEEKLY
69.56	0.77	0.90*	0.32	1455	MONTHLY



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 17-YEAR OLDS SPRING 1978

OBJECTIVE 2. ANALYZE WHAT IS READ

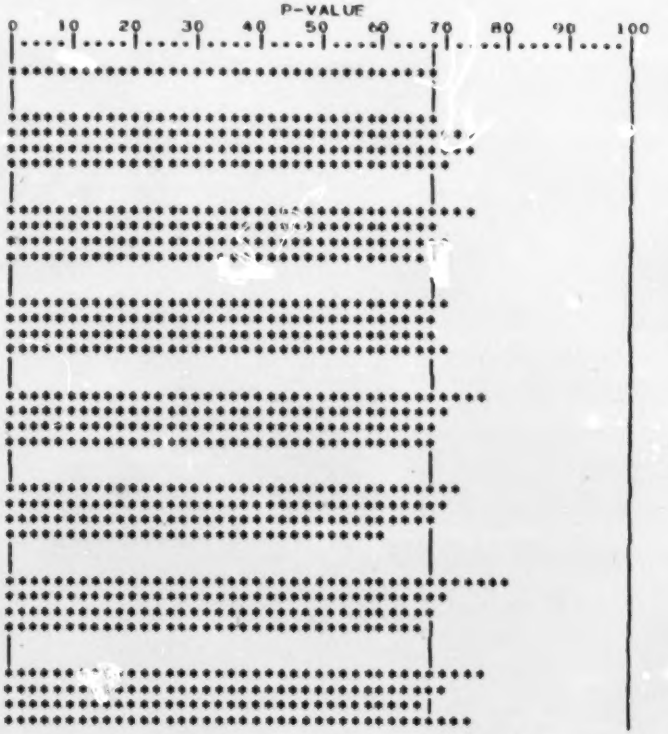
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
68.65	0.82			2019	ALL STUDENTS
----FAMILY OCCUPATIONAL STATUS					----
70.21	0.90	1.55*	0.48	1071	HIGH
66.21	1.69	-0.45	0.70	626	MEDIUM
64.08	2.02	-3.77*	1.88	161	LOW
64.46	2.49	-4.19	2.20	92	UNKNOWN
62.31	2.44	-5.34*	2.31	67	NONE
----PARENTS WANT YOU TO GO TO COLLEGE?					----
55.87	2.02	-12.78*	1.90	135	HARDLY AT ALL
61.28	1.28	-7.37*	1.32	254	ONLY A LITTLE
67.85	0.92	-0.81	0.58	685	QUITE A BIT
72.99	0.97	4.34*	0.62	933	A LOT
----WHAT DO YOU PLAN TO DO?					----
59.58	1.66	-9.68*	1.49	233	FULL-TIME JOB
64.88	1.93	-3.77*	1.83	118	JOB-SCHOOL
63.96	1.49	-4.70*	1.38	219	SPECIAL TRAINING
66.04	1.23	-2.62*	1.25	204	2-YEAR COLLEGE
76.99	0.79	8.34*	0.59	806	4-YEAR COLLEGE
62.49	1.21	-6.16*	1.00	416	DON'T KNOW
----WHICH BEST DESCRIBES YOUR PROGRAM?					----
64.25	1.43	-4.40*	1.38	273	GENERAL
58.65	2.17	-10.01*	2.02	198	VOCATIONAL
75.43	0.75	6.76*	0.62	1091	COLLEGE
61.80	1.23	-6.85*	1.16	332	BUSINESS
52.18	1.96	-16.48*	1.81	111	DON'T KNOW
----KIND OF COMMUNITY					----
65.59	2.39	-3.06	1.99	446	BIG CITIES
64.12	2.14	-4.53*	2.02	237	INDUSTRIAL
71.51	1.06	2.85*	0.91	810	RESIDENTIAL
68.44	1.00	-0.21	1.08	526	OTHER
----REGION OF THE STATE					----
68.81	1.86	-0.64	1.45	565	BOSTON
68.60	1.61	-0.06	1.45	359	NORTHEAST
71.98	1.53	3.32*	1.67	182	P TSFIELD
69.36	1.79	0.71	1.65	360	SOUTHEAST
69.02	2.53	0.37	2.42	215	SPRINGFIELD
66.02	1.73	-0.64	1.62	337	WORCESTER



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 17-YEAR OLDS SPRING 1978

OBJECTIVE 2. ANALYZE WHAT IS READ

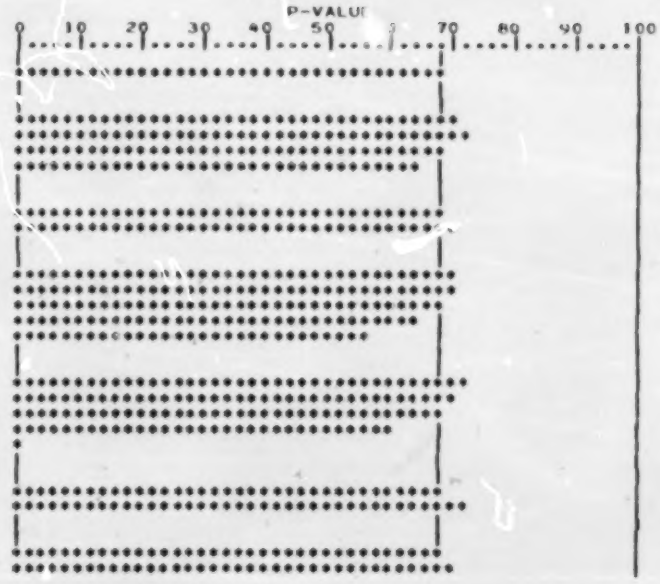
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
68.65	0.82			2019	ALL STUDENTS
----EMPHASIS ON OBJECTIVE A.					----
68.23	0.77	-0.43	0.58	1568	FIRST
73.15	2.32	4.49	2.30	145	SECOND
74.50	3.54	5.84	3.46	80	THIRD
70.84	4.66	2.19	4.61	52	FOURTH
----EMPHASIS ON OBJECTIVE B.					----
73.92	2.65	5.27*	2.66	70	FIRST
68.50	1.17	-0.16	1.00	730	SECOND
69.74	1.20	1.09	1.12	602	THIRD
68.25	1.58	-0.41	1.44	423	FOURTH
----EMPHASIS ON OBJECTIVE C.					----
70.08	2.36	1.42	2.39	95	FIRST
68.02	1.93	-0.63	1.75	387	SECOND
67.62	1.54	-1.03	1.50	306	THIRD
69.76	0.96	1.10	0.79	1037	FOURTH
----EMPHASIS ON OBJECTIVE D.					----
75.10	3.25	6.44*	3.15	110	FIRST
69.42	1.11	0.76	1.08	563	SECOND
68.55	1.13	-0.10	0.93	837	THIRD
67.42	1.66	-1.24	1.61	315	FOURTH
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE A. ----					
72.38	3.26	3.73	3.01	175	VERY SATISFIED
69.63	0.85	0.98	0.71	1285	SATISFIED
67.13	1.89	-1.52	1.69	370	DISSATISIFED
60.24	1.31	-8.42*	1.53	17	VERY DISSATISFIE
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE B. ----					
79.27	7.27	10.61	7.08	47	VERY SATISFIED
69.91	0.95	1.25	0.82	1039	SATISFIED
68.34	1.31	-0.31	1.08	658	DISSATISIFED
66.86	2.76	-1.80	2.79	63	VERY DISSATISFIE
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE C. ----					
76.65	3.56	7.99*	3.37	129	VERY SATISFIED
70.01	0.98	1.36	0.83	976	SATISFIED
66.63	1.25	-2.03	1.10	678	DISSATISIFED
74.64	0.91	5.98*	1.21	22	VERY DISSATISFIE



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 17-YEAR OLDS SPRING 1978

OBJECTIVE 2. ANALYZE WHAT IS READ

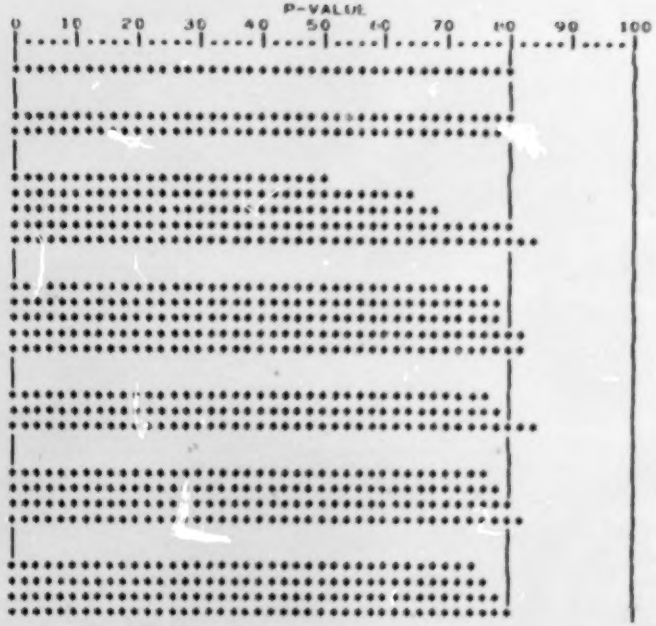
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
68.65	0.82			2019	ALL STUDENTS
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE 2. ----					
70.00	2.13	1.35	2.20	62	VERY SATISFIED
71.66	1.15	3.01*	0.92	870	SATISFIED
67.73	1.18	-0.92	0.98	787	DISSATISIFED
63.51	1.61	-5.15*	1.75	88	VERY DISSATISFIE
----IS YOUR SCHOOL AN ESEA TITLE I SCHOOL? ----					
68.91	1.01	0.26	0.93	761	YES
70.33	1.27	1.68	0.90	931	NO
----PARENTAL SUPPORT OF YOUR SCHOOL? ----					
69.92	2.22	1.26	1.89	397	EXCELLENT
70.56	0.88	1.90*	0.85	916	GOOD
68.26	1.64	-0.39	1.50	436	AVERAGE
63.08	2.01	-5.58*	2.09	86	FAIR
55.56	1.46	-13.10*	1.66	18	POOR
----ATTITUDE OF STUDENTS TOWARD SCHOOL? ----					
72.27	3.77	3.61	3.55	159	EXCELLENT
70.47	0.93	1.81*	0.76	1096	GOOD
68.69	1.17	0.04	1.17	473	AVERAGE
60.80	1.63	-7.85*	1.74	107	FAIR
0.0	0.0	-68.65*	0.81	0	POOR
----ATTENDANCE FIRST QUARTER ----					
67.81	1.19	-0.84	0.93	856	LOW
71.55	1.07	2.90*	0.93	826	HIGH
----ATTENDANCE SECOND QUARTER ----					
67.94	1.26	-0.72	0.97	818	LOW
70.71	0.99	2.06*	0.92	821	HIGH



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 17-YEAR OLDS SPRING 1978

OBJECTIVE 3. USE WHAT IS READ

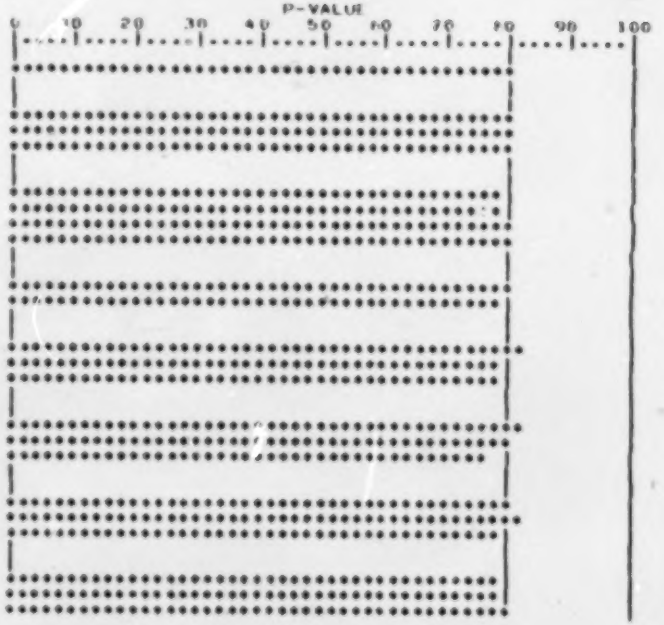
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
79.77	0.54			2019	ALL STUDENTS
----SEX OF THE STUDENT					----
79.86	0.68	0.09	0.37	945	MALE
79.68	0.61	-0.09	0.34	1072	FEMALE
----GRADE OF THE STUDENT					----
50.36	8.29	-29.41*	8.26	2	8TH GRADE
64.79	4.27	-14.98*	4.23	9	9TH GRADE
68.21	1.54	-11.56*	1.30	163	10TH GRADE
79.61	0.54	0.04	0.35	1237	11TH GRADE
83.13	0.66	3.36*	0.55	605	12TH GRADE
----HOW DO YOU FEEL ABOUT SCHOOL?					----
76.41	1.78	-3.36*	1.55	114	STRONGLY DISLIKE
77.15	0.78	-2.62*	0.58	281	DISLIKE
78.51	0.71	-1.26*	0.47	624	SCHOOL IS OK
81.72	0.55	1.95*	0.31	863	LIKE
81.81	1.88	2.04	1.63	113	STRONGLY LIKE
----HOW DO YOU LIKE YOUR READING CLASSES?					----
75.38	1.12	-4.39*	0.85	315	DON'T LIKE THEM
78.50	0.51	-1.26*	0.32	1061	IT'S OK
84.07	0.73	4.31*	0.50	640	LIKE THEM A LOT
----HOW OFTEN READ OUTSIDE SCHOOL FOR FUN?					----
76.20	0.79	-3.57*	0.60	432	HARDLY EVER
78.47	0.59	-1.30*	0.52	410	MONTHLY
80.76	0.77	0.99	0.53	485	WEEKLY
82.21	0.75	2.44*	0.41	689	DAILY
----HOW OFTEN DO YOU SEE PARENTS READING?					----
74.57	2.10	-5.19*	1.59	67	HARDLY EVER
75.67	2.04	-4.09*	1.89	52	MONTHLY
77.57	1.12	-2.19*	0.90	218	WEEKLY
80.42	0.50	0.66*	0.15	1279	DAILY



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 17-YEAR OLDS SPRING 1978

OBJECTIVE 3. USE WHAT IS READ

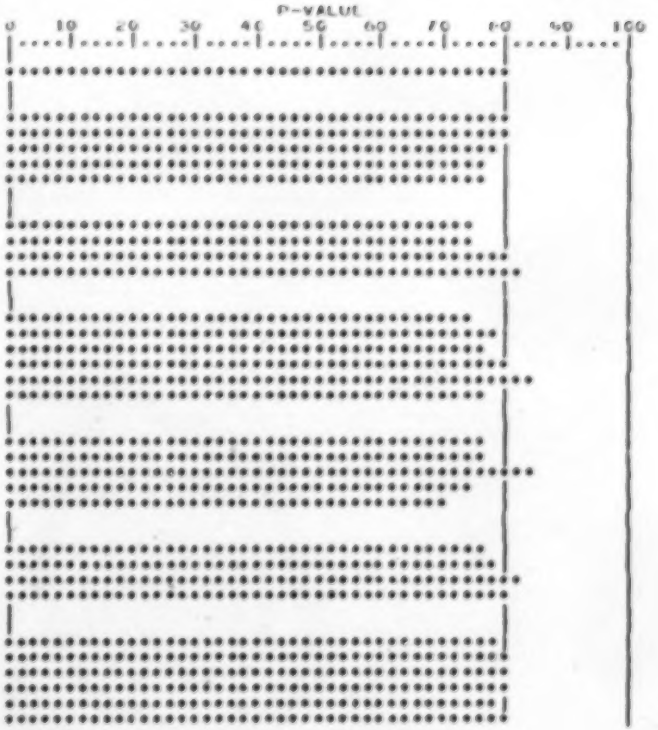
P-VALUE	SE OF P-VALUE	CHOICE EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
79.77	0.14			2019	ALL STUDENTS
----IN YOUR SPARE TIME AT HOME, YOUR PARENTS----					
79.40	0.65	-0.37	0.46	639	DON'T CARE
79.81	0.67	0.04	0.34	926	SUGGEST READ
80.17	0.85	0.40	0.61	451	ENCOURAGE READ
----HOW MUCH ARE YOUR PARENTS INVOLVED? ----					
77.70	1.01	-2.06*	0.97	213	HARDLY AT ALL
78.66	0.71	-1.11*	0.45	587	ONLY A LITTLE
80.67	0.59	0.50*	0.34	802	QUITE A BIT
80.62	1.00	0.45	0.70	413	A LOT
----TEACHERS SPEND ENOUGH TIME ON READING? ----					
80.49	0.56	0.71*	0.36	1515	YES
77.58	0.73	-2.16*	0.56	493	NO
----HOMEWORK - PRACTICE WORK ----					
81.26	0.61	1.50*	0.31	968	DAILY
78.61	0.67	-1.16*	0.45	518	WEEKLY
78.24	0.77	-1.48*	0.52	524	MONTHLY
----HOMEWORK - READING ASSIGNMENTS ----					
81.78	0.64	1.99*	0.35	828	DAILY
79.62	0.61	-0.16	0.36	790	WEEKLY
76.36	0.72	-3.47*	0.59	396	MONTHLY
----HOMEWORK - WRITING ASSIGNMENTS ----					
80.56	1.41	0.82	1.14	134	DAILY
81.08	0.76	1.32*	0.46	698	WEEKLY
78.93	0.53	-0.80*	0.30	1184	MONTHLY
----HOMEWORK - PROJECTS YOU DO ON YOUR OWN ----					
77.03	1.53	-2.74*	1.31	134	DAILY
78.02	0.90	-1.75*	0.61	426	WEEKLY
80.57	0.52	0.80*	0.23	1455	MONTHLY



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 17-YEAR OLDS SPRING 1978

OBJECTIVE 3. USE WHAT IS READ

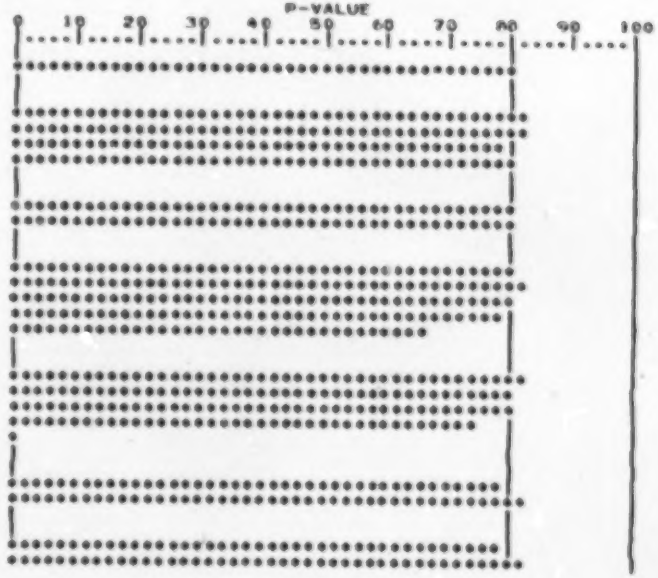
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
79.77	0.54			2019	ALL STUDENTS
----FAMILY OCCUPATIONAL STATUS					----
80.94	0.57	1.17*	0.28	1871	HIGH
79.44	0.74	-0.33	0.45	628	MEDIUM
77.16	1.08	-2.60*	1.05	161	LOW
75.59	1.79	-4.18*	1.61	92	UNKNOWN
76.50	1.57	-3.27*	1.51	67	NONE
----PARENTS WANT YOU TO GO TO COLLEGE?					----
73.13	1.22	-6.64*	1.15	135	HARDLY AT ALL
74.73	0.92	-5.04*	0.87	458	ONLY A LITTLE
79.47	0.63	-0.29	0.34	689	QUITE A BIT
82.27	0.61	2.51*	0.38	933	A LOT
----WHAT DO YOU PLAN TO DO?					----
73.75	1.07	-6.02*	0.96	733	FULL-TIME JOB
78.12	1.17	-1.65	1.11	118	JOB-SCHOOL
78.29	0.91	-3.48*	0.72	219	SPECIAL TRAINING
79.42	0.89	-0.44	0.84	204	2-YEAR COLLEGE
84.92	0.99	5.16*	0.80	801	4-YEAR COLLEGE
75.90	0.77	-3.87*	0.59	416	DON'T KNOW
----WHICH BEST DESCRIBES YOUR PROGRAM?					----
76.56	0.89	-3.21*	0.76	277	GENERAL
75.47	1.21	-4.30*	1.14	198	VOCATIONAL
83.95	0.49	4.18*	0.39	1091	COLLEGE
74.64	0.85	-5.13*	0.70	332	BUSINESS
70.31	1.34	-9.46*	1.23	111	DIDN'T KNOW
----KIND OF COMMUNITY					----
76.55	1.21	-3.22*	1.14	446	BIG CITIES
77.13	1.79	-2.63	1.63	237	INDUSTRIAL
81.99	0.68	2.22*	0.59	919	RESIDENTIAL
79.84	0.67	0.12	0.72	526	OTHER
----REGION OF THE STATE					----
78.83	1.21	-0.93	0.94	565	BOSTON
80.86	1.13	1.10	0.99	459	NORTHEAST
80.94	1.00	1.18	1.09	163	SPRINGFIELD
80.63	1.13	0.86	1.05	340	SOUTHEAST
78.89	1.61	-0.88	1.54	215	SPRINGFIELD
79.20	1.05	-0.57	1.00	337	WORCESTER



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 17-YEAR OLDS SPRING 1978

OBJECTIVE 3. USE WHAT IS READ

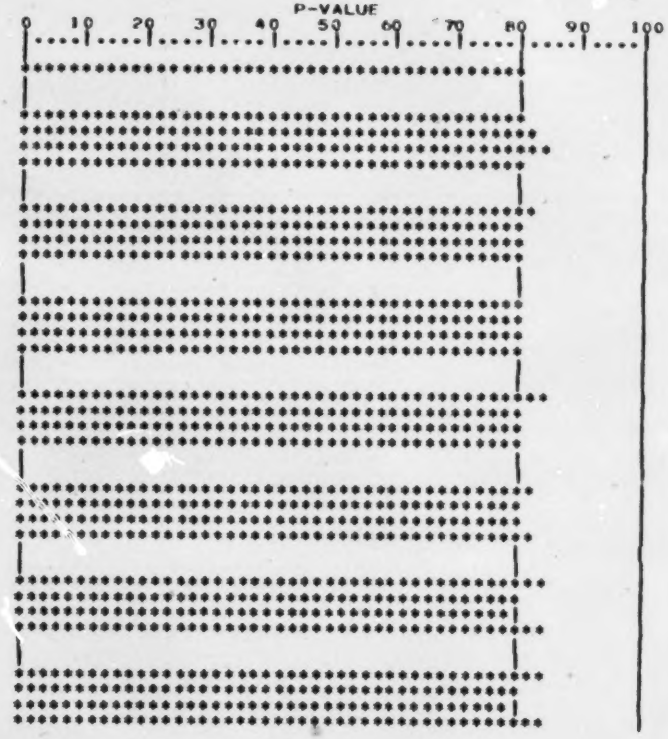
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
79.77	0.54			2019	ALL STUDENTS
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE D. ----					
82.43	2.27	2.66	2.23	62	VERY SATISFIED
81.33	0.78	1.56*	0.60	870	SATISFIED
78.94	0.86	-0.82	0.67	787	DISSATISIFED
79.05	1.98	-0.72	1.89	88	VERY DISSATISFIE
----IS YOUR SCHOOL AN ESEA TITLE I SCHOOL? ----					
80.28	0.75	0.51	0.63	761	YES
80.52	0.79	0.75	0.60	931	NO
----PARENTAL SUPPORT OF YOUR SCHOOL? ----					
79.52	1.32	-0.24	1.15	397	EXCELLENT
81.33	0.60	1.56*	0.56	916	GOOD
79.43	1.13	-0.34	1.01	436	AVERAGE
78.51	2.12	-1.25	2.08	86	FAIR
66.83	1.13	-12.93*	1.23	18	POOR
----ATTITUDE OF STUDENTS TOWARD SCHOOL? ----					
81.39	2.36	1.62	2.23	159	EXCELLENT
80.72	0.59	0.95	0.50	1096	GOOD
80.45	0.96	0.69	0.[illegible]	473	AVERAGE
74.19	1.95	-5.57*	1.91	107	FAIR
0.0	0.0	-79.77*	0.53	0	POOR
----ATTENDANCE FIRST QUARTER ----					
78.83	0.79	-0.94	0.62	856	LOW
82.21	0.68	2.44*	0.61	826	HIGH
----ATTENDANCE SECOND QUARTER ----					
78.66	0.81	-1.17	0.65	818	LOW
82.11	0.68	2.34*	0.61	821	HIGH



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 17-YEAR OLDS SPRING 1978

OBJECTIVE 3. USE WHAT IS READ

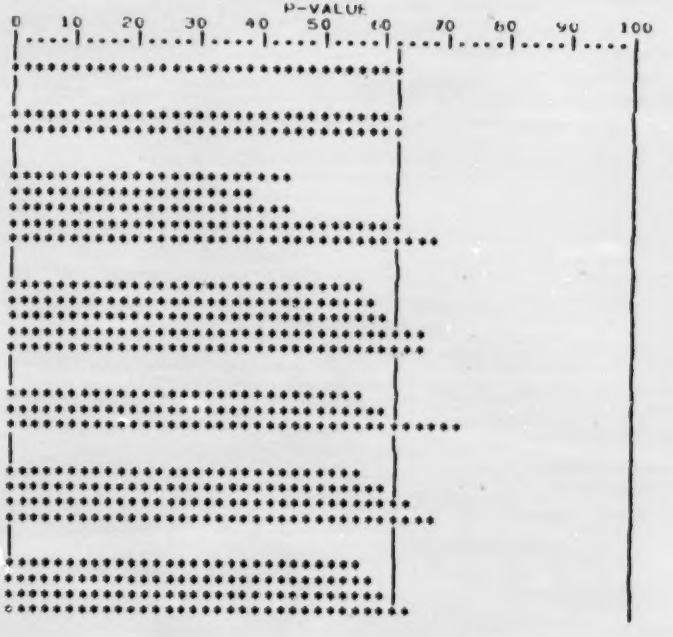
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
79.77	0.54			2019	ALL STUDENTS
----EMPHASIS ON OBJECTIVE A.					----
79.61	0.57	-0.16	0.32	1568	FIRST
81.93	1.44	2.17	1.44	145	SECOND
84.08	1.02	4.31*	1.11	80	THIRD
80.24	2.06	0.47	2.08	50	FOURTH
----EMPHASIS ON OBJECTIVE B.					----
82.53	0.57	2.76*	0.75	70	FIRST
79.79	0.85	0.02	0.68	730	SECOND
80.36	0.89	0.60	0.78	602	THIRD
79.79	1.07	0.03	0.97	423	FOURTH
----EMPHASIS ON OBJECTIVE C.					----
80.43	1.70	0.66	1.70	95	FIRST
79.23	1.27	-0.54	1.16	387	SECOND
80.20	0.97	0.43	0.95	306	THIRD
80.31	0.72	0.54	0.51	1037	FOURTH
----EMPHASIS ON OBJECTIVE D.					----
83.66	1.55	3.89*	1.56	110	FIRST
80.55	0.83	0.78	0.77	563	SECOND
79.42	0.83	-0.35	0.63	837	THIRD
79.68	1.14	-0.09	1.09	315	FOURTH
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE A.					----
81.88	1.46	2.11	1.39	175	VERY SATISFIED
80.10	0.60	0.34	0.46	1285	SATISFIED
79.11	1.45	-0.65	1.27	370	DISSATISIFED
82.41	0.74	2.64*	0.90	17	VERY DISSATISFIE
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE B.					----
83.34	3.74	3.58	3.65	47	VERY SATISFIED
80.79	0.66	1.02	0.53	1039	SATISFIED
78.78	0.88	-0.99	0.72	658	DISSATISIFED
83.43	1.35	3.66*	1.40	63	VERY DISSATISFIE
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE C.					----
83.71	1.53	3.95*	1.50	129	VERY SATISFIED
80.88	0.69	1.11*	0.55	976	SATISFIED
78.02	0.90	-1.75*	0.76	678	DISSATISIFED
83.95	0.45	4.19*	0.69	22	VERY DISSATISFIE



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 17-YEAR OLDS SPRING 1978

OBJECTIVE 4. REASON LOGICALLY FROM WHAT IS READ

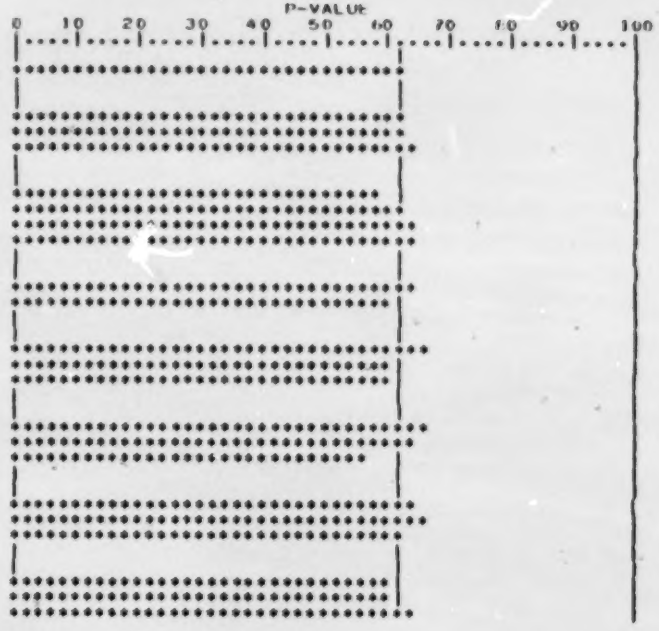
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
62.79	0.84			2019	ALL STUDENTS
----SEX OF THE STUDENT					----
62.62	1.11	-0.17	0.50	945	MALE
62.97	0.91	0.18	0.53	1072	FEMALE
----GRADE OF THE STUDENT					----
44.84	7.94	-17.95*	7.93	2	8TH GRADE
36.45	5.97	-24.34*	6.11	9	9TH GRADE
43.28	1.74	-19.51*	1.53	163	10TH GRADE
62.84	0.89	0.05	0.54	1237	11TH GRADE
68.31	0.97	5.52*	0.73	605	12TH GRADE
----HOW DO YOU FEEL ABOUT SCHOOL?					----
55.60	1.80	-7.19*	1.66	114	STRONGLY DISLIKE
57.78	1.48	-5.01*	1.23	281	DISLIKE
60.90	1.02	-1.89*	0.68	624	SCHOOL IS OK
66.33	0.94	3.54*	0.45	883	LIKE
65.71	2.80	2.92	2.41	113	STRONGLY LIKE
----HOW DO YOU LIKE YOUR READING CLASSES?					----
56.12	1.42	-6.65*	1.20	315	DON'T LIKE THEM
59.36	0.97	-3.42*	0.48	1061	IT'S OK
71.81	0.92	9.03*	0.70	640	LIKE THEM A LOT
----HOW OFTEN READ OUTSIDE SCHOOL FOR FUN?					----
56.53	1.28	-6.26*	1.03	432	HARDLY EVER
60.13	1.12	-2.66*	0.86	410	MONTHLY
64.15	1.38	1.36	1.00	485	WEEKLY
67.51	1.06	4.72*	0.64	689	DAILY
----HOW OFTEN DO YOU SEE PARENTS READING?					----
55.52	3.48	-7.27*	3.11	67	HARDLY EVER
57.06	2.86	-5.73*	2.66	52	MONTHLY
60.19	1.83	-2.60	1.51	218	WEEKLY
63.64	0.79	0.85*	0.25	1679	DAILY



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 17-YEAR OLDS SPRING 1978

OBJECTIVE 4. REASON LOGICALLY FROM WHAT IS READ

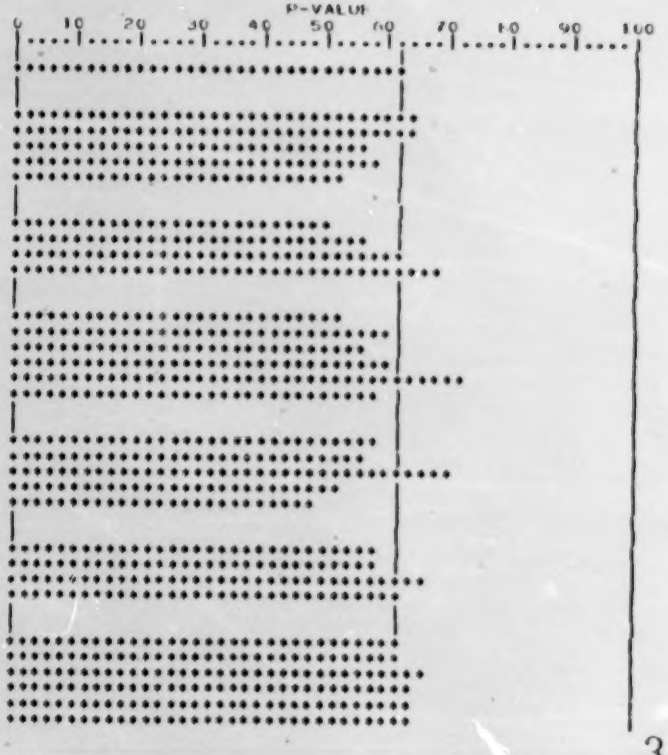
P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
62.79	0.84			2019	ALL STUDENTS
----IN YOUR SPARE TIME AT HOME, YOUR PARENTS----					
62.84	0.93	0.05	0.49	639	DIDN'T CARE
62.47	1.11	-0.42	0.59	926	SUGGEST READ
63.60	1.33	0.71	0.96	451	ENCOURAGE READ
----HOW MUCH ARE YOUR PARENTS INVOLVED? ----					
58.76	1.47	-4.03*	1.37	213	HARDLY AT ALL
62.04	1.19	-0.75	0.79	567	ONLY A LITTLE
63.38	1.02	1.19*	0.52	802	QUITE A BIT
63.59	1.37	1.40	1.05	413	A LOT
----TEACHERS SPEND MUCH TIME ON READING? ----					
63.99	0.92	1.20*	0.27	1515	YES
59.19	1.05	-3.60*	0.81	493	NO
----HOMEWORK - PRACTICE WORK ----					
64.03	0.94	3.25*	0.57	968	DAILY
59.18	1.16	-3.61*	0.80	518	WEEKLY
60.48	1.26	-2.33*	0.90	524	MONTHLY
----HOMEWORK - READING ASSIGNMENTS ----					
65.62	0.99	2.84*	0.59	828	DAILY
63.03	0.92	0.24	0.62	790	WEEKLY
56.89	1.26	-5.90*	1.01	396	MONTHLY
----HOMEWORK - WRITING ASSIGNMENTS ----					
64.92	2.04	2.14	1.73	134	DAILY
65.46	1.10	2.67*	0.67	698	WEEKLY
61.01	0.88	-1.77*	0.46	1184	MONTHLY
----HOMEWORK - PROJECTS YOU DO ON YOUR OWN ----					
59.52	2.06	-3.27	1.83	134	DAILY
60.69	1.54	-2.10*	1.07	426	WEEKLY
63.75	0.82	0.96*	0.36	1455	MONTHLY



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 17-YEAR OLDS SPRING 1978

OBJECTIVE 4. REASON LOGICALLY FROM WHAT IS READ

P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
62.79	0.64			2019	ALL STUDENTS
----FAMILY OCCUPATIONAL STATUS					----
64.66	0.94	1.87*	0.50	1071	HIGH
63.26	1.05	0.47	0.78	626	MEDIUM
56.70	1.67	-6.09*	1.71	161	LOW
57.08	2.49	-5.70*	2.11	92	UNKNOWN
51.45	2.97	-11.34*	2.68	67	NONE
----PARENTS WANT YOU TO GO TO COLLEGE?					----
49.63	2.03	-13.16*	1.92	135	HARDLY AT ALL
56.53	1.48	-6.26*	1.49	254	ONLY A LITTLE
61.65	1.14	-1.14	0.76	689	QUITE A BIT
67.11	0.98	4.32*	0.57	933	A LOT
----WHAT DO YOU PLAN TO DO?					----
51.95	1.74	-10.83*	1.50	233	FULL-TIME JOB
60.88	1.77	-1.90	1.71	116	JOB-SCHOOL
56.91	1.53	-5.88*	1.37	219	SPECIAL TRAINING
59.37	1.50	-3.42*	1.40	204	2-YEAR COLLEGE
71.32	0.73	8.53*	0.64	806	4-YEAR COLLEGE
57.75	1.15	-5.04*	0.87	416	DON'T KNOW
----WHICH BEST DESCRIBES YOUR PROGRAM?					----
57.95	1.62	-4.84*	1.36	273	GENERAL
55.03	2.41	-7.76*	2.23	198	VOCATIONAL
69.91	0.71	7.13*	0.60	1091	COLLEGE
52.99	1.22	-9.79*	1.12	332	BUSINESS
48.69	2.11	-13.40*	2.03	111	DON'T KNOW
----KIND OF COMMUNITY					----
57.75	2.25	-5.04*	1.91	446	BIG CITIES
58.56	2.09	-4.23*	2.00	237	INDUSTRIAL
66.46	1.09	3.67*	0.92	810	RESIDENTIAL
62.72	0.96	-0.07	1.06	924	OTHER
----REGION OF THE STATE					----
61.89	1.93	-0.90	1.49	565	BOSTON
62.44	1.52	-0.35	1.41	359	NORTHEAST
66.75	3.10	3.97	2.16	183	PITTSFIELD
63.12	1.79	0.33	1.66	360	SOUTHEAST
63.16	2.69	0.37	2.51	215	SPRINGFIELD
63.19	1.65	0.40	1.72	337	WINCESTER



NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 17-YEAR OLDS SPRING 1978

OBJECTIVE 4. REASON LOGICALLY FROM WHAT IS READ

P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE	REPORTING GROUP
62.79	0.84			2019	ALL STUDENTS
----ACHIEVEMENT BY STUDENTS ON OBJECTIVE D. ----					
69.62	3.34	6.83*	3.31	62	VERY SATISFIED
65.15	1.13	2.36*	0.94	870	SATISFIED
62.25	1.20	-0.53	0.98	787	DISSATISIFED
58.52	2.75	-4.27	2.75	88	VERY DISSATISFIE
----IS YOUR SCHOOL AN ESEA TITLE 1 SCHOOL? ----					
63.30	1.18	0.51	0.97	761	YES
64.39	1.25	1.61	0.92	931	NO
----PARENTAL SUPPORT OF YOUR SCHOOL? ----					
62.60	1.82	-0.19	1.63	397	EXCELLENT
65.19	0.97	2.41*	0.87	916	GOOD
63.26	1.69	0.47	1.58	436	AVERAGE
58.73	2.58	-4.06	2.59	86	FAIR
40.00	1.33	-22.79*	1.55	18	POOR
----ATTITUDE OF STUDENTS TOWARD SCHOOL? ----					
66.57	3.43	3.78	3.25	159	EXCELLENT
64.77	0.95	1.98*	0.78	1096	GOOD
63.12	1.11	0.33	1.16	473	AVERAGE
52.76	2.96	-10.03*	2.92	107	FAIR
0.0	0.0	-62.79*	0.83	0	POOR
----ATTENDANCE FIRST QUARTER ----					
61.41	1.17	-1.38	0.95	856	LOW
66.19	1.08	3.41*	0.94	826	HIGH
----ATTENDANCE SECOND QUARTER ----					
61.44	1.25	-1.35	0.99	818	LOW
65.64	1.04	2.85*	0.94	821	HIGH

NATIONAL EVALUATION SYSTEMS, INC. -- CONTENT ANALYSIS BY REPORTING GROUPS
MASSACHUSETTS STATEWIDE EDUCATIONAL ASSESSMENT READING 17-YEAR OLDS SPRING 1978

OBJECTIVE 4. REASON LOGICALLY FROM WHAT IS READ

P-VALUE	SE OF P-VALUE	GROUP EFFECT	SE OF EFFECT	SAMPLE SIZE		REPORTING GROUP
62.79	0.84			2019		ALL STUDENTS
---EMPHASIS ON OBJECTIVE A.					----	
62.70	0.82	-0.09	0.55	1568		FIRST
68.21	2.37	5.43*	2.34	145		SECOND
66.39	3.73	3.60	3.65	80		THIRD
63.22	6.34	0.43	6.22	58		FOURTH
---EMPHASIS ON OBJECTIVE B.					----	
66.98	3.81	4.19	3.75	70		FIRST
62.39	1.30	-0.40	1.05	730		SECOND
64.72	1.08	1.93	1.06	602		THIRD
62.84	1.73	0.05	1.54	423		FOURTH
---EMPHASIS ON OBJECTIVE C.					----	
65.79	2.94	3.00	2.91	95		FIRST
62.33	2.07	-0.46	1.86	387		SECOND
62.07	1.43	-0.71	1.44	306		THIRD
63.99	1.05	1.20	0.80	1037		FOURTH
---EMPHASIS ON OBJECTIVE D.					----	
67.32	3.69	4.53	3.56	110		FIRST
64.25	1.02	1.46	1.06	563		SECOND
62.72	1.34	-0.07	0.98	837		THIRD
62.24	1.46	-0.55	1.46	315		FOURTH
---ACHIEVEMENT BY STUDENTS ON OBJECTIVE A.					----	
64.92	2.37	2.13	2.27	175		VERY SATISFIED
63.87	0.91	1.08	0.71	1285		SATISFIED
61.96	2.22	-0.83	1.92	370		DISSATISIFED
61.59	1.24	-1.20	1.48	17		VERY DISSATISFIE
---ACHIEVEMENT BY STUDENTS ON OBJECTIVE B.					----	
70.61	3.85	7.82*	3.81	47		VERY SATISFIED
64.49	1.05	1.70*	0.83	1039		SATISFIED
62.14	1.36	-0.65	1.11	658		DISSATISIFED
63.00	1.98	0.21	2.08	63		VERY DISSATISFIE
---ACHIEVEMENT BY STUDENTS ON OBJECTIVE C.					----	
70.85	2.18	8.06*	2.18	129		VERY SATISFIED
64.54	1.06	1.75*	0.86	976		SATISFIED
60.58	1.31	-2.21*	1.12	678		DISSATISIFED
62.32	0.95	-0.47	1.25	22		VERY DISSATISFIE

ACKNOWLEDGMENTS

STATEWIDE ASSESSMENT ADVISORY COMMITTEE

Fred Andelman	Massachusetts Teachers Association
Eugene Applebaum	Worcester Public Schools
Aida Burns	Southeast Regional Education Council
Louis Cedrone	Massachusetts Association for Supervision and Curriculum Development
Robert Cormier	Massachusetts Association of School Committees
Diane Coulopoulos	Massachusetts Advisory Council for Bilingual Education
Ronald Edmonds	Massachusetts Advocacy Center
William Fisher (Chairperson)	Massachusetts Association of School Superintendents
Louis Gleason	Association of Vocational School Administrators
Janice Green	Massachusetts Board of Higher Education
Jeffrey Hunt	Massachusetts Student Advisory Council
Bedros Kamitian	Massachusetts Association of Secondary School Principals
Nancy Kienzler	Springfield Regional Education Council
Loretta Kittredge	Parents, Teachers and Students Association
Gregory Konstantakos	Springfield Public Schools
Thomas Lafionatis	Association of Vocational School Administrators
Arigo Latanzi	Greater Boston Regional Education Council
Herve Lemaire	Massachusetts Association of Junior High School Principals
Fritz Lindquist	American Federation of Teachers
James Major	Massachusetts Office of Children
Mary McGaurvan	Northeast Regional Education Council
Louis Perullo	Boston Public Schools
Joseph Plouffe	Special Education Advisory Committee
Roger Richards	Pittsfield Regional Education Council
Marguerite Tibbert	Title I Parent Advisory Council
Corridon Trask	Central Massachusetts Regional Education Council
James Tynan	Massachusetts Association of Elementary School Principals
Susan Wiltshire	League of Women Voters

ACKNOWLEDGMENTS (continued)

INTERPRETIVE AND TECHNICAL PANEL

Candace Andersen	Leicester Public Schools
Catherine Andersen	Pittsfield Public Schools
Barbara Cranston	Falmouth Public Schools
Bonita Desrosiers	Pittsfield Public Schools
Roberta Fargione	Beverly Public Schools
Leo Hanley	Boston State College
Carolyn MacDonald	Retired - Beverly Public Schools
Rita McNally	Stoughton Public Schools
Ann McParland	University of Lowell
Doryce Moosey	Worcester Public Schools
Owen O'Neil	Springfield Public Schools
Francis Ridge	Boston Public Schools
Barbara Smith	American International College
Betty Smith	Chatham Public Schools
Fidelis Taylor	Holliston Public Schools
Joseph Tremont	Right to Read
Robert Watson	Bureau of Curriculum Services